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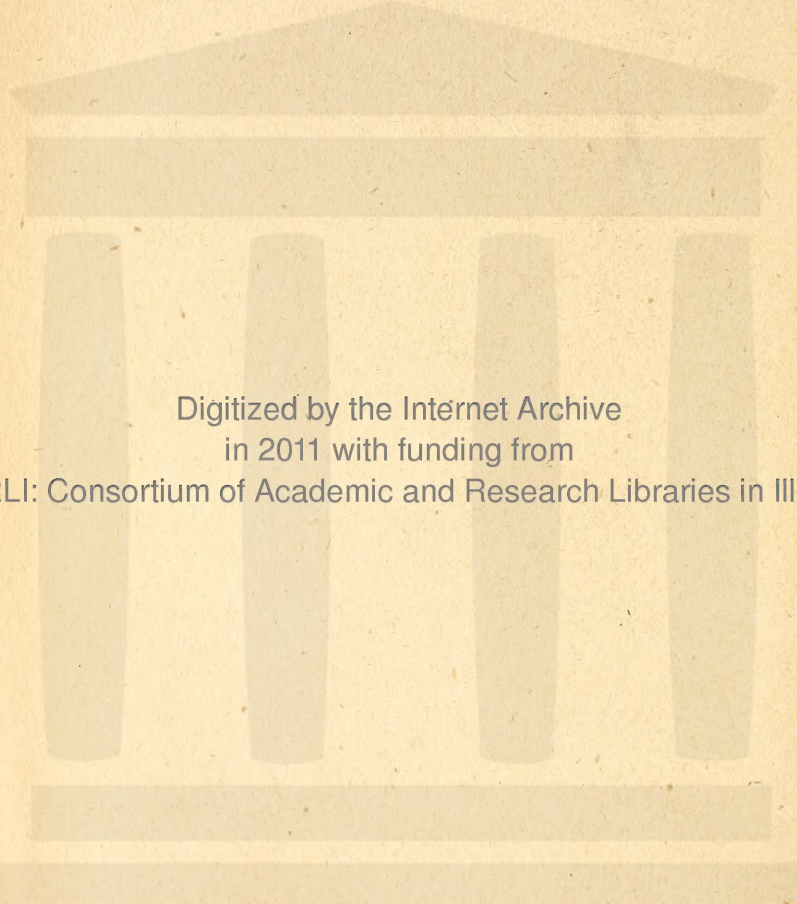
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KINDERGARTEN MAGAZINE



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KINDERGARTEN MAGAZINE

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TWENTIETH CENTURY SERIES.

DEPARTMENT OF KINDERGARTEN EDUCATION AND
CHILD STUDY AT THE NATIONAL EDUCATIONAL ASSOCIATION AT DETROIT.

TWO joint sessions of the kindergarten and child study departments of the National Educational Association were held in Woodward Avenue Baptist Church, July 10 and 11, 1901. The session, in charge of the child study officers, was presided over by Dr. G. Stanley Hall, in the absence of the president, Dr. Thomas P. Bailey, of Chicago. The second session was conducted by the president of the kindergarten department, Miss Evelyn Holmes, of Charleston, S. C.

MISS ALICE H. PUTNAM'S

able paper on "Work and Play for the Kindergarten" was in substance as follows:

The interests of a child are continually changing, and consequently the forms in which these interests manifest themselves in play or work are contingent upon each other, and it not so much one deed that enables us to determine the form as what the child continues to do, that gives the action its essential characteristic. This brings us at once to the first suggestion of Dr. Bailey's questionnaire; and we feel that there is a rhythm, a recurrence of certain stimuli in the secret domain of a child's life which will result in the repetition of its effects with more or less regularity. These recurrences follow each other very rapidly, and the alternatives from work to play and play to work are often so quick that one needs to watch closely to determine which is the dominating impulse.

A few weeks ago I had the care of a three-year-old boy who was playing horse with a rocking chair. It was not easy for him to adjust the trunk strap which he was using for traces, for it was too long and heavy. All at once the child dropped the "make believe" and said, "Wait a minute; I'll get a hammer and a sharp nail and

make some other holes." This he did, and after a few moments of earnest, conscious effort at leather work he at once went back to the play and said, "Now, Miss Ginger (the horse's name), you're hitched up; now let's see you go," taking up the play exactly where he had left off. This interruption of work by play, or play by work, is very noticeable in the kindergarten, and with little children everywhere.

* * * * *

Any scheme of education which recognizes the *life* of children must in some way be able to meet the *law* of that life. Psychology is teaching us that there is a physical basis for this ebb and flow of interests. There are certain physical wants that must be met. These in the beginning are iron necessities and are not to be overlooked. I do not mean only the desire and need for food, shelter, clothing, but also the equally important protection and nourishment and scope for the child's feeling and thought. There must be food for the sense perceptions that can be easily assimilated; shelter and protection for right instincts and impulses that out of them can come a self-determining natural power; these must be garments woven out of the truths of nature and life and spirit.

* * * * *

In his questions Dr. Bailey next takes up the effect of work and play on the child as an individual.

I find it hard to separate to my own satisfaction the social and individual results of these two factors on the life of children.

* * * * *

In regard to the self-compelling "must" or "have to" which Dr. Bailey refers to as being in evidence in play, as well as in work, it seems to be true that children feel the need of it there, within certain limits. The game has its laws, and the children individually and collectively yield to them, but no farther than to their minds, the situation requires and woe betide the playmate who undertakes to construe the law too arbitrarily or in too lax a fashion from that prescribed by custom and tradition. Without certain restrictions the form and spirit of the play, like that of the kindergarten, would be lost. An interesting experience which illustrates this came to me some time ago. A group of boys were playing with one of the large toy patrol wagons, and one of them suggested that they play they were a "fire company." They made a "run" or two with the wagon as it was, but very soon, almost at once, they felt that the machine was not telling the story they wanted it to tell. It had to be wholly reconstructed—a boiler was added; a part of an old gas stove served for the furnace; the whole thing was repainted; officers were chosen and uniforms made. The whole scheme originated in what I think Dr. Bailey would call the adaptive "must." It was work—for these definite purposes and results—consciously attained. The boys went day after day to the engine house of the nearest fire company to study its details of construction. It was play, in the sense they had

of *freedom* in the carrying out of their designs, and in that it was all a "make-believe," and they knew it just as the kindergarten child knows that the ball is not a bird, nor the doll a baby, but in so far as it serves as an ultimate form for their ideas of the bird or baby, it is such for the time being.

When the "must" comes from within, one finds it easier to bow before it, and, if with an obedience, one feels a growth, if one can see satisfactory results, any amount of courage and hope is conserved. I think children feel this as much as we do.

In the kindergarten there are two conditions to be met. The material for work and play should be not only such that the child can express his own images, but if the medium is worth anything, either from an artistic or a scientific standpoint, it, too, is subject to law, and the sooner a child obeys the suggestions of his material the sooner he will *know* the law back of it and this is a means to a larger *use* and greater freedom. When one sees how readily a child conforms to what he himself feels to be reasonable, it seems inconsistent and inartistic for us to fail to find, as Fröbel says, "ways and means thereto."

If work products do make for a greater sense of individual force, and probably they do, it seems to me that a child should have the right to accumulate for a time those things which stand to him as an embodiment of that to which he can refer—as one would to a working capital; it is a good thing to have his experiences in such form that he can get at them. To illustrate what I mean, I would refer to a custom of the past in some kindergartens of putting the children's work, sewing, weaving, etc., into scrap books, preserving in its place a certain logical and successive arrangement. This was discarded by many; first, because it was feared that the child placed undue value on the result, rather than on the effort, and that we were forcing him to see logical arrangements; secondly, because the character of the work itself changed and became bulkier, and it could not be so placed; and, thirdly, because it was thought that a certain spirit of unselfishness could be fostered, if the child knew from the outset that the work was *not for self*.

I am beginning to wonder if the plan has not something to recommend it. The first objection surely was not quite just. We all need rewards more or less to hold us to our true work. To the child these must be in the beginning, more or less external; that is, the work itself must, in his eyes, be a thing of value or beauty. These rhythms in arrangement recall the effort he made in producing them, more or less vividly. The second objection has little weight, for in the construction work there could be a plan of arrangement that would teach lessons of order and development just as well, and perhaps go directly to primitive industrial experiences. Nor do I think the third criticism valid, for in trying to hasten the development of an altruistic

spirit we are apt to weaken its truth and vital strength—it is strained as the premature use of nerve or muscle can be strained.

* * * * *

In secondary and higher education work assumes a large place, but I wonder if we are not missing an element of growth that comes even to the youth and maiden thru play, when we neglect to provide for the affectional part of their nature, as demonstrated in their amusements, leaving this at its most active period to chance. I wonder if in the high school it will not be found an economy of mental as well as moral force to recognize this, and do on a larger scale that which Fröbel did for the kindergarten; that is, give a reasonable basis for the games of these children of larger growth. Work alone will never suffice. These young people, in their recreation, need to be taught as children are taught by play, to get outside of themselves.

* * * * * Work may be more intensive and concentrative for an individual, but after all what is its value unless *its* results are shared? By this it may become as social in its character as play, and unless this does happen its products, whether of mind or hand, will bring about a restless selfishness, which prevents a broader outlook even into work itself.

Children have to make an effort, a more or less conscious one, even to play. Nothing in this world can be had for nothing. The way a child reacts to the rhythms of work and play in his garden of life makes one think of the story of creation. The heavens and the earth were created—all spiritual and natural possibilities are present, but the earth, the natural side of these, is at first formless and empty. The child is in darkness as to any *truth* of nature or spirit. Then the waters are moved, and from above and beyond self a voice speaks and light appears. Day and night are born, rhythms and alternations in the feelings and thoughts appear and seem to disappear, yet the light is not taken out of the firmament and the child feels that he can see his way. Thru the process of perception and apperception more truths are seen, and like stars the sciences embody these and the children see the germs of them. Animals which have always been symbols of affection, be they gentle or fierce, are created; herbs and fruits, the natural and kindly thoughts and deeds, grow in this garden, and man, even the baby man, is set to keep it. In his work and in his play he finds the tree of good and evil. He eats the fruit of it and must needs be allowed to make his first garments, his first appropriation of these knowledges of figleaves.

Everything in an intelligent course of study, from the nursery and kindergarten to the university, has reference to this gardening process, and if we are to consider this in the light of the kindergarten we cannot overlook Fröbel's point of view.

1. That the means for attaining the end for which man is created are inherent in the constitution of man, as God made him. That is why there is work and play.

2. That he is related to a spiritual as well as to a natural world, and that these are worlds of cause and effect.

3. That there is an inflowing Divine life into human life, and only thru this does man live.

4. That thru impression and expression the human being comes to an awareness of these truths (see first chapter of Education of Man).

It seems to me that the whole of the scheme of education could be summed up in these principles and the right balance of work and play demonstrates them.

* * * * *

The child is to be considered a factor in his own education, and each truth or experience, as it comes to him, must bear within itself that which appeals to his dual nature, his mind and his heart, his understanding and his will. No method which divorces this unity will ever succeed. If we have committed this fatal error, atonement can only be made by a thoro study of the child's affections, of his will, his desires, as well as of his rationality.

This is the great problem now before our psychologists. When we shall have learned this, then we shall know the relation of work and play to life.

Miss Charlotte M. Powe's paper on Work and Play in the Primary and Grammar Grades will appear in full in our October issue, as it deserves the full and critical reading of every kindergartner who looks forward into the primary school.

President Hall opened and conducted the discussion of the papers on the

THEORY OF PLAY.

He said: Within the last few years there has been a vast amount of discussion as to what play really is and means, and just at present most of us in the psychological field are rather dominated by the theory of a German writer named Groos, who has written two books, one on play and work in animals and one on play and work in man, which are based upon the theory that all kinds of play are anticipatory industry of later years; that the kittens play catching mice, and that children preferably play certain occupations, and all the activities which can be called play are really getting up the drill and nervous discipline that is necessary to perform the chief functions that make for the life of the animal or man. That was a very important contribution, and there is a great deal that sustains it; but I think the view is very generally gaining ground that it is a very partial one, that it is inadequate, and it is not sufficient as a basis for educational work. Play is much more than this. A great deal of play might be defined as just exactly what this is not. It is doing things that will never be of any kind of practical use in the world. Play for the body

is something like imagination for the mind. No one would attempt to say that fancy in all its multifarious forms is getting ready to think severely. So I think it is a partial view that play is simply fore-activities that later shall become work. Play is universalizing. Fröbel understood that. The child does everything by play, and the real object of a good deal of play is not anticipatory of work. We have a long list of plays which we cannot explain in any other wise than as the necessary activity of rudimentary organs of the mind and body. What are the rudimentary organs, so called? They are organs both of mind and body, that pass away or disappear, that are absorbed before maturity is attained. Hence, of course, the activity of these cannot be work, cannot be anticipatory of work. But it is very important to exercise these rudimentary organs and functions. Children have to live over, in a great many respects, the activities of the race, as every one knows. They have to be *in petto* savages and fetish worshipers, and that sort of thing, and it is necessary that these rudimentary organs, which are going to vanish out of sight, some of which are to be subordinated by the development of higher organs, shall be exercised. It is a very curious thing that the vermiform appendix, and certain muscles of the body, for instance, certain points about the hips, have to be exercised at certain periods, to vanish, and if they are not exercised at certain periods they do not vanish when the time comes, but they remain as pensioners, as they may be termed, on the body.

But in this case, with rudimentary organs, *use* means disappearance. It tends to make them vanish, and it is therefore very necessary, as a part of nature's economy in cleaning house, so to speak, in getting rid of superfluities. This is just as true of the body as it is of the mind. There is abundant reason, and if there were time I think I would convince the most reluctant that children need to lie, and they need to practice certain things which, if adults did them, would be criminal. There are certain things which, if adults did, would be positively criminal; and the critical point is this, if they are not allowed to do these things when they are children or babies, when these activities are not criminal, then they do not reduce these rudimentary organs, and they grow, and the criminality or vice, or whatever it may be, is liable to break out in later years. Hence the functions of some things which we rather too strict pedagogues call vice and crime—to say the least, we call them very different things—the functions of some of these are most beneficial, and we need to give childhood large latitude in both what it does and thinks, and feels, in order that we shall clear the soul of the debris of the past stage of evolution, and make a platform for the development of humanity; that we shall lay the basis strong and deep.

If the child does not have a chance to give vent to these faculties at the time when they are plastic, and can be vanquished, then they are liable to grow with the child's growth and we find abnormi-

ties creeping out in a few years. This is a function of play which Mr. Groos and his school have not recognized, but it is so well established that it has become almost a commonplace with those who have given the subject attention. This does not mean, for anyone who happens to be hot for controversy, that we shall put the children thru a course of vice, thru a course of barbarism, nor thru a course of immorality in order to cleanse and purgate their souls; but it is simply the development of the good Aristoteleian doctrine, that if a man goes to a theatre and sees a man choking another, that man goes home from the theatre less likely to choke a man himself. If he saw vice on the stage, that it unloaded the tendency to vice in himself. That theory has not quite developed itself, and it is an extreme theory of æsthetic or dramatic art; but there is no doubt there is some truth in it. When the judgments can be performed by stories in childhood, they seem in later years as something they have imagined or dreamed. So that when we control the fancy of the child we are laying down paths or establishing lines of cleavage over which conduct is to run its main traffic in later years. That is the doctrine, and the theory of play. That will be my first point. It requires a great deal of latitude and liberty, and a good deal of diminution in some quarters of our severity in judging the conduct of children. We forget that their souls and bodies come into the world freighted with a great deal of what is worst in the world. That their bodies and minds send their roots deep down into the animal kingdom, and that we have not a single organ of our body or a single cell that we have not inherited from an animal ancestry, and that is, to some extent sure, at least of some of the basal qualities of the soul's instincts and feelings. Hence one of the functions of play is to vent all these bad activities and to do in play form what constitutes the lives of savages, and, if you want to be evolutionists, the lives of animals. It is necessary to exercise these things so that the organs which they represent may be reduced, because these lower activities call into action higher powers that reduce them. That is the way it works. So that sometimes it is a good thing for a child to rouse its conscience thru some such exercise, and later they are much less likely to do that same thing again. I remember hearing a very shocking thing, in a Presbyterian Church, in the place where I was raised, said by a man who was considered somewhat erratic. "Oh, to the Lord that some deacon in this church would commit some full, fat sin"; something that would stir his congregation up. His idea was that his congregation was living on the same plane of morality, there was not very much life; he thought there needed to be a reaction. He thought there would be a reaction that the Lord would utilize for his benefit.

I do not uphold any such doctrine as that. I do not think that it would be a fair inference of this doctrine of play but I only advocate that children be allowed to be little fetish worshipers. They

are exercising instincts which are growing the same faculties which turn and go to make them Christians.

And so in regard to playing and reading blood and thunder stories. I know a lovely little girl, seven years old. She had been thru the kindergarten, been very carefully protected from every kind of bloody stories, and her father, who is a teacher in Boston, and a rather prominent man, bought this English book which came out about a year ago, "Jack the Giant Killer," and by the way, I want to say that that is a unique product. It does not conform to the ideas of art teachers in its coloring and illustrations. The chief feature is the use of red—blood, there is no end of blood. Jack cuts off the heads of all kinds of creatures; and this gentleman told me how that lovely little girl sat down, rocking in her chair, with a beatific expression on her face, "Oh," she said, "I do think that book is the most beautifullest book I ever read in all my life." There, you see, she got her rights.

Of course we must not apply our adult standards of morality to little children. Let them be wild. Let them play, with the lies of fancy and imagination. The soul is larger than fact; the soul needs to be the instigator of all faculties and the seat of all dreams, and childhood will have its rights in spite of us pedagogues. And it is a good thing. It is necessary in order to relieve that hunger for something that is larger. If you don't give them the gracious lies of poetry, or imagination, with perhaps a great deal of imagination in it, they make them. That is play. That is the play of the mind.

Now there is one other aspect which I ought to mention, and that is this: another of the recent lines of investigation, which I think has been very fruitful, has been directed toward the laws of fatigue, as you all know. We have had everywhere studies of fatigue. How long is the normal period of study for this child? For what age? How does it affect blood pressure? How does it affect sleep? How does it affect reaction? But the great trouble with fatigue is this, that when children are asked to work, when they are fatigued, you are cultivating, not scholarship, but nervousness. The American nerves are in danger. The American child is the most nervous child in the world. It has more automatism than any other child, according to the child studies that have been made. It is more easily upset, its mind is quick, it is alert, it is matured younger than most children, but the main thing is, the American child is liable to get, on its nerves, that dreadful twilight fever when the candles are first lighted; the child that cannot stop play, that cannot go to sleep readily, that has these jumps and twitches, when it does go to sleep. Those are the things we want to prevent. That is the product of fatigue. If we could only find a way of getting children when their minds are not at the top of their condition, we would get results so much superior to what we do get, that I am almost afraid to state them, lest you think I am extravagant in the matter. But the mind which is

really fresh can do several fold more work than the mind which is fatigued. That is why refreshment is good when given in the kindergarten, as it is in some. You open the child's mouth to eat, and you very often open his mind to speech. The practice of allowing naps, which they have in some kindergartens, in the middle of the day, is good. It is one way of symmetrically restoring and saving the child from one of the great enemies of the human race, fatigue. How many tempers have been spoiled simply by fatigue? It is so hard to be good natured when you are tired, and so very easy to be good tempered when you are in good condition. With a healthy stomach, filled with good food, well rested, it is wonderful what one can do. How quickly their minds act! And in the reverse condition how badly their minds act! The trouble with work which the schools administer is this, that it brings on fatigue, which tends not only to neurasthenia, but tends to degeneration and arrest, and that is something that the little girl is very much more prone to than the little boy. We see that difference in the sexes away down. It is a very impressive and significant fact that the female organism has the power to draw upon its reserves much more readily than the male organism. That is true of the body and of the mind. It is very much easier for a woman to overdo and not know it, very much easier to draw upon those reserves which are meant by nature to go to posterity, or to go to future life, or to go to longevity, to draw on them and not know it, and when the crises come, incidental to motherhood, change of life, and old age, then these troubles come back. That is a thing we need to bear in mind. The trouble with work is that it means worry. Work is all right. You can do a great amount of work, just so long as you keep well nourished and sleep, and keep from anxiety, but the anxious child, the hard-worked child, the child that has to do too much, that is the danger. We see it in athletics. Now, there is indeed a great deal of danger that boys who train in college will draw upon their vital organism so that if there is any trouble of the heart or lungs the athlete is the one who breaks down. The easy-living one does not.

DISCUSSION FROM THE FLOOR.

Dr. Hall's remarks were followed by the following:

A MEMBER: "What about habit in that instance that you spoke of, of the child that lied? What are you going to do with habit?"

DR. HALL: The age of habit really has not dawned yet. It is to come later. The period of habitation is really from about eight or nine to twelve; those four years are specially sacred to the formation of habits and automatism.

MRS. PUTNAM: Would you curtail—I don't know what you call it—that lying? I don't like to call it that exactly; but that—extravagance?

DR. HALL: Culture of the imagination.

MRS. PUTNAM: Would you begin to curtail it about that age?

DR. HALL: I think it should come very early in life, and should be gradually restricted then. As the mind expands it has more natural pabulum of that kind.

A MEMBER: Would you make a distinction between the lie of imagination and the lie to escape punishment for wrong doing?

DR. HALL: Yes, indeed. I am very glad you asked that question. Of course the lies of imagination are, as Plato called them, "gracious lies"; the lies that make poetry, which are lies only to "Gradgrinds," that want facts, only facts. But the meanest and most censurable lies are lies which are told to escape the natural consequences of acts. Those are a totally different thing, and it is unfortunate that they have the same name. I think psychologists make several classes of lies, the natural lie, the lie of the imagination, the generous lie.

A MEMBER: You say that by promoting the use of these organs which eventually disappear, or are intended to disappear, that higher organisms will develop. Now, suppose that activity is promoted of these lower organs, and the higher organ does not develop—I should not say higher organ, but the higher life. Will not that organ retain its life?

DR. HALL: No.

A MEMBER: The only organ you mention is the vermiform appendix. I presume that that does remain. Now, would it not remain in the case of activity if something higher in the organism did not develop to subserve the purpose for which that was originally intended in the lower life?

DR. HALL: No, it would not. I hate to use my old illustration, because I have used it so often, of the tadpole's tail. We know that the tadpole is going to become a frog. It is born in the water and it is going to live on land very largely. Suppose we say: "Why, we won't have this low species of mere fish life." Suppose some pedagogue of pollywogs should come in and say: "We will shorten this line, we will cut off the tail; or else we won't let them use the tail, so they won't grow." Therefore we will straighten the way for the growth of the pollywog. But if the tail did not grow, if it was not exercised, the result would be this, that the legs would not grow, and the animal would have no means of locomotion at all. Some people think that the tadpole's tail falls off. There never was a tail fell off. It is absorbed. It has to be developed that you may have the legs later. That is a good illustration. Take the gill slits. All of us have gill slits some months before birth. Some have gill slits at birth; in many cases of deformity they are seen. They are indubitable signs of the aquatic origin of life. Suppose you could eliminate them or reduce their use at that stage. What would happen? This particular gill slit is twisted around and makes two of the muscles of the eye. One of them is transformed slowly as the

embryo develops and becomes the principal part of the fauces, makes the vocal chords, and makes a part of the larynx, which is used in swallowing. Another is twisted around and makes the thyroid glands, whose use we do not know. Suppose you could eliminate the gill slits. Suppose some scheme could be devised to eliminate those. People might say: "Man is not a fish; we won't have them." What do you do? You eliminate those higher organs which grow out of them. That is what I mean by the transformation which is stimulated by use. Use makes these higher organs develop out of the lower.

A MEMBER: I want to ask another question then. You say, where exercise has not been given to those lower organs, that there is necessarily stunted growth in the higher organs developed from those lower organs. You say then, when these higher organs are developed we have them. There is no doubt at all but what we have all had some arrest of development of these lower organs. I do not speak of the physical nature. You were speaking of the mind, weren't you?

DR. HALL: Both.

THE MEMBER: You spoke of both. You say there you establish it as a principle, that where there has been a stunted growth of the lower organism, there must be then a corresponding deformity or stunted growth of the higher organs, on which these are based.

DR. HALL: That is it exactly. That is right. If I understand you correctly—please correct me if I do not—the question is what would happen if the higher organ was developed excessively and the lower stunted, if such a thing could be? You would have, in that case, for instance, the precocious Christian, that John Stuart Mill described. He says it is a bad thing for children to get converted too early, that is, he means at seven or eight; he is speaking of the child revivalists; and a great many people hold that view, and he goes on to say, in the well-known, oft-quoted phrase, which you have no doubt often heard, that they are very much like early risers, very good in the forenoon of life and very stupid and dull in the afternoon or later period. There is a certain season when nature seems to have decreed that religion should begin its great and sacred work of transformation, which is the most important thing in the world. It seems to belong to a certain period of growth. It cannot come too early; it cannot come too late. There is a nascent period where it belongs, and the conversion curves rise up at sixteen or seventeen and then fall much lower. All the confirmation ceremonies in all the churches, all denominations thruout the world, Greek, Catholic, Jew, are just then. That is the special period. If it is earlier, the danger is it will be a kind of vaccination. You will have the "chicken-pox" form of religion, and not the true thing.

A MEMBER: I would like to ask this question. I believe there are current theories with regard to the laws of biology that the use of an organ develops it. Now, how can you reconcile that idea with the notion that the use of the pollywog's tail eliminates it. Don't we have to say that the pollywog's tail disappears because the energy goes to the working of some other parts of the organism? And does not disappear because it is exercised, but that there is development because it comes into action, and that the working of the tail has nothing to do with the disappearance of the tail?

DR. HALL: I thought I stated—I stated it as clearly as I could, that this is absolutely an exception to the general law, the Lamarckian law of use and disuse. You are quite correct, as you know, in stating the general theory of Lamarck, which every biologist holds, that, in general, use strengthens and disuse weakens. But in the use of the rudimentary organs, after they have reached their acme of development, this law is reversed. To ask why is to ask why the sun does not rise in the west. It is just as universal a law as the Lamarckian. When the rudimentary has reached its maximum the more you use it the faster it degenerates. Take in the case of some physical diseases, as consumption. At a certain stage, the general use of the lungs hastens the decomposition of tissue. We see it, too, in many forms, of degeneration and disease. Excessive use when the organ is on the way down accelerates the process of deterioration; that is one of the great laws of the world.

A MEMBER:—Dr. Hall states here that we must give the freest play to the play instinct. That is right, isn't it?

DR. HALL: Yes, in little children.

A MEMBER: On the other hand, I believe the kindergarten systems say we must utilize this play instinct in work. Will you harmonize those two thoughts?

DR. HALL: I am afraid that I could not, quite. My harmonization would not be quite acceptable, but I will state it as clearly as I can, and I want Mrs. Putnam to correct me, if she wishes. I do not believe I understood the second paper this afternoon. It seemed to me a very admirable paper. First of all comes play, almost all play. Universal play. That is the primeval paradise from which the child gradually emerges, and very slowly, as late as possible, as late as practicable, varying in different children, comes in of course the necessity of work. I want the children in the kindergarten not to be worked. I do not believe in much work. I believe in a great deal of play. It is a very singular fact that during the period from eight to twelve, or from eight or nine to twelve or thirteen, four years, that it is the period of greatest activity, and most varied play. Children play more games at that period, spontaneously. This play period comes at that period, never before and never later. That seems to indicate that there should be a vast amount of play even as

late as that. We should not work the children. Perhaps I am not competent to state authoritatively for the kindergarten people. Probably not at all, but I do not like to see the kindergarten made into a factory for paper work, or any other kind of work, even at Christmas time. I should like to have everything made there toys. I do not believe in this principle of making things for the children to take home, that is, for its use, unless it is toys or games. I would have every activity of little children thru the kindergarten age, making toys that are to be used. There are several lists of these toys that can be made, and the ulterior end of everything that is made is its use. I know that is not quite orthodox, and I know Mrs. Putnam will correct me if she thinks I am wrong.

MRS. PUTNAM: I think the children's work in the kindergarten comes from the things they see about them. They see their mothers making bread and they want to make bread. If you call that work, call it so.

DR. HALL: I call that play.

MRS. PUTNAM: They see their mother undressing and dressing the baby, and they want to do that with their dolls. It is work for the mother. I think the children are not satisfied to make toys. They delight in making things that will work. As they say, they want to make wheels that will go round. They want to make wagons. If you want to call those toys, that is all right. But I tried to make plain in my paper that there was not truly a distinction in the kindergarten age between work and play. One lapses into the other in such a way that I do not care to try to separate it; I do not know that I could if I wanted to. It seems to me that where we undertake to drill children into doing things, into folding certain geometric forms, and doing that sort of thing, then you all have a right to criticise that kind of work. I criticise it just as much as anybody else. But where children's play takes the form of work, then I do not see why we should not have it, and let them make machines just as well as toys. It all is make believe, as I said of the boy's patrol wagon; it is all make believe anyway.

A MEMBER: My father is a farmer. He used to tell a story of a man who got his work done by the boys, picking up stones—that was in the country—by putting a large stone in the center of the field and letting them pitch the other stones at it in the middle. He called that work. They called it play. I would like to get a definition of what work really is. I thought I knew what it is, but I don't know now that I do.

DR. HALL: I think work is doing something you don't want to do, because somebody else makes you do it. I think that that was a very ingenious device of your father's, transmuting work into play, and I think he must have been an excellent pedagogue.

A MEMBER: Then what is drudgery? If that is work, what is drudgery?

DR. HALL: Drudgery is doing what you hate to do, because you are forced to do it with still greater earnestness. It is an intense form of work, and if Mrs. Putnam prefers to say that when children play that it is work and not play, I do not exactly know how we should disentangle the relation. I should like to have play work, but I call it play.

MRS. PUTNAM: I do not see any use trying to split hairs over that question. I believe that when the child grows, later, that work and play are clearly defined, but I think in the kindergarten one lapses into the other, both work and play, in such a way that I do not see any object in trying to define it. But when it comes to imposing your dictum on a child, especially when you do not know the different periods very well, I agree with all you say and all that anybody can say in regard to the imposition of an adult judgment of what work should be. I think, if I make conditions right and put the right things before the child, he may make work of it, or he may make play of it; but in the kindergarten it is so closely connected, so interwoven, that it seems to me a great pity, as you say, "What God has joined together let no man put asunder." And I say so, too.

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DR. HALL: I would build this paradise wall up again, that has been torn down, and keep the children inside. I want little work to come into the kindergarten in any form. But I would rather have such plays—and I think just the point that was suggested by this gentleman whose name I do not recall, that when his father said, "Let us now pitch stones at that stone," instead of saying, "Let us pile stone," thus transforming it from work into play, what did he do? He wrought something that is a little analogous to what the mind cure people talk about. I am not a mind curist, by a great distance, but that was precisely what he did. He turned on a vast series of brain cells and batteries that needed work, because he made it glad, made it thereby play, and natural exercise instead of work. We can see he turned on more muscles, but he turned on a very different set of brain centers that needed activity, instead of overworking those that had been.

MRS. PUTNAM: I have heard you speak so favorably of the Pestalozzi-Fröbel Haus. Don't you know that one of the things that children like to do is to play they are working?

DR. HALL: No.

MRS. PUTNAM: You don't call it so, but children like to call it so, and what are you going to do about it? They like to feel that they are doing things that mother does, or things that aunty does. They like to feel they are busy; they like to feel they are of some account in the world.

DR. HALL: About the Pestalozzi-Fröbel. To my mind that is essentially play, because it is what the children love to do. To call

a doll a baby does not make it a baby. It does not change the child's delight in handling the doll into the mother's work of handling her baby. They remain essentially different, because of different occupation. If children play horse, it does not mean that they are really teamsters; it is playing horse. I like to have them play all the industries you please, but it should be play. That means freedom, when they want, to play, or stop when they want. That is a totally different thing from work. It seems to me there is a little confusion about the word "work". Playing work is just as much and just as purely play as any play that ever was.

A MEMBER: I speak as a mother. I would like our boys and girls to be factors in the home, part of the home. Ought not they be made to feel they are factors in the home and have their little tasks to do? If it is play, all the better. But if they are not playing, ought not they to do it, and will it not make them better boys and girls? If we can make it play, all right. But if we cannot, isn't it the mother's duty and the father's duty to see that these tasks are done, to make the boys better men and the girls better women?

DR. HALL: That is it exactly. Just in proportion as the mother and father have ingenuity enough to make the children think their work is play, they are pedagogical, and they are doing the best possible work. But just as soon as they lack the wit and lack the pedagogical instinct to make the children think it is play, and they are reluctantly forced to do it well, that is a different thing. In regard to the kindergarten, my point was this: It seems to me there is a little too much tendency to make the children overwork in doing a certain set of things, making products out of paper, something of that sort, when you have the whole world of play, which is infinitely larger than the Froebel's gifts to draw from. I think we get more activity, I think we get more discipline, train the imagination better, help the soul, if we try to transmute play into work for the children than to do the reverse.

A MEMBER: When you speak of things they like to consider as moral lapses as being necessary in child development, do you suppose any degree of moral conscience in the child, any sense of right and wrong?

DR. HALL: Do I think there is a sense? Yes, by all means, yes, I think there is a sense.

A MEMBER: Going back to that question, I don't understand you quite. When you have failed to make work play in the home, for instance, in the little duties that a child ought to do, I don't understand you quite whether you said you would compel that child to do that or not. For instance, the child did not want to bring in wood, or some little work that it was its duty to do. When a child arrives at eight years of age and that work becomes pretty irksome to him, as it continued every day, when it ceased to be

play, and your ingenuity had run out, you could not make any more play out of it. Now, when you have reached that period, what are you to do?

DR. HALL: You mean what I should do, or what my theory is? Because I don't live up to my theory. I believe in Dr. Spankster's Tonic. Because owing to the infirmities of human nature, and the limitations of human nature, I think we have to have recourse to it quite often; but I think if we were angels we could find a better way. But we are not.

A MEMBER: It seems to me there is some difference of views of work. I almost fear that by the very way I put it that Dr. Hall will say it is one thing, a one-sided way. I hardly feel that he himself means exactly what he says on that. That word "must" has been used here, which would be indicative of the impressing of one's will upon another's will, but there is another view, which can still be taken. I am sure the greatest work of Dr. Hall's life—I make this personal because he has given the definition—is child-study. His most intense work has been to him accompanied by pleasure, which has been an exaltation. Therefore work is not necessarily distasteful or unpleasant, any more than play, and yet there is a vast difference between the two. It does seem to me work has for its accomplishment a purpose, and that we have a feeling that comes from the statement of that word "ought." The interest of play and the interest of duty or work are two entirely different things. I think we ought not to confound them. We should not say that work is drudgery or distasteful. I do not think that Dr. Hall means that. I was very glad to hear him make that statement that children can do so much if they are taken at the highest of their powers. I want to say that I once had charge of a school—this is not merely an exposition of my own personality but it is testimony—I had charge of a grammar school where at the end, their going to high school or academy was determined by a written examination; and no child was allowed to study out of school until he reached the last year of that course, and that school produced better students and did better work than schools where they were compelled to do so many hours of work outside. To do that work intensely, do it for the pleasure, as for the pleasure's sake. Work is not done for the pleasure it gives. It is done for a purpose higher than that. That is the difference between work and play. Play, that which is done for the pleasure which it gives us. Work, altho it may be accompanied by pleasure, that which is done for a purpose, that we wish to attain. And I would say that the latter would be drudgery, the definition that Dr. Hall gave of work, and it is not fitting to speak of drudgery as work. There is a vast difference between servitude and service. The mother who washes dishes at her home and does her domestic duties that her home may be made homelike, and heavenlike, is

doing a service, and it is accompanied by joy. But the mother who does that same work with the feeling of distaste is doing it as servitude. There is a difference between work and play, between service and servitude.

A MEMBER: I would like to go a little further with the question that the lady raises concerning the moral or religious life of children., I am not sure what Dr. Hall's view is with regard to the religious life or experience of a child, and what our attitude should be toward that question. Shall we assume that the child should live until fourteen, fifteen or sixteen years of age without any special instruction on these questions? So that there will be an experience in the child's life that will furnish a background for a conversion, as we call it? Or shall we assume that the child should so grow up that the conversion would be a psychological impossibility? Now, I think there are a good many people that believe to-day that the child of Christian parents that is properly raised can never have a conversion, and is not there a warrant in the New Testament for the statement that the child's life is typical of the religious life? "Except as you become as little children, you shall in nowise enter into the Kingdom of Heaven."

A MEMBER: How would you deal with these things, if there is a sense of right and wrong in the child already developed? You have that to do with as well as the rudimentary tendency, it seems to me. Aren't you going to recognize it? Are you going to encourage them to do things that are not right, because they are young and in a state of development?

DR. HALL: I think there are two answers to that question, from my point of view. One is, that there are some things which we know to be wrong, that the child does not; and after it has a moral sense does other things which might violate our moral sense and not violate its own. The two things are very different.

A MEMBER: I mean in a case where you know a child has some sense of right or wrong.

DR. HALL: That is what I was going to speak of, where the child has a moral sense. There the question becomes very much more delicate. In the first place, I think the field of that sense is very narrow, the sense is very weak. I am a little in doubt myself whether or not we ought to have to—I don't think we can—insure that the child ought not to violate its own sense of right and wrong. I do not think we ought to do it, if we could, insure the child, that it never rouses its own conscience. I am a little afraid that its conscience would be weak if it was not exercised.

DR. HALL: Well, you see another illustration of the difference between play and work. It is play for you but it is getting to be work for me. I think myself that it holds both ways true, that for some children there is no change, normally no change. They grow up into virtue and piety, without any transformation. With others

it is natural that it is rather drastic, rather radical. I think one difference is an inherited difference in the mixture of bloods, etc. I think that is a very great question that Supt. Morris (?) has raised. I believe there are two answers to it, and that they are radically different. With regard to the points that were mentioned a moment ago, I would like to say that I am in hearty accord with what this gentleman has said, only all that he has said I held to be true of a much later period than the Kindergarten period; that the age of purpose comes and co-ordinates all kinds of means to end with a definite effort that focuses a great many items of endeavor to one very sharply defined goal. I think that comes much further on in life. To my mind every increment of interest we can bring to the work is tending to throw this strain over into play, a side of play. It is amazing to see, in the physiological laboratory, what wonderful things an automatism can do. Why, a cut out muscle will keep at work, hard at work day and night, twelve, fourteen and twenty days. It could not possibly do it if it was under the control of the brain but the muscle is made so that it can do it. Our automatism is a wonderful thing, and when everything we can throw onto it is done, and done marvelously well, it is mind turning onto the instincts, instead of working out by reason. In the physical activity it is done without effort. That is what play does. And whenever we can lighten the course of labor by increasing the interest, by bringing in more brain cells, by toning down the great processes, making them automatic, there we are increasing the field of play and diminishing the strain and wear and worry of work.

A MEMBER: I would like to ask if you consider that inherited tendencies, tendencies to lie, to steal, to drink, any sort of tendencies of that kind, if you consider them in the world or sphere of the mind, as parallel to these inherited tendencies spoken of in the physical field?

DR. HALL: Very much so.

THE MEMBER: Then they need the same treatment?

DR. HALL: Very much. I think the analogy is quite true.

THE MEMBER: Then lying can best cure itself by lying?

DR. HALL: No; I don't see how you draw that inference.

THE MEMBER: Why, yes, if a child has an inherited tendency to lie—I say inherited tendency, and we have children whose parents are liars; I have one in mind now—and they will tell you a lie when the truth will answer better every time, and I know the child has that inherited tendency to lie, if your analogy is good, the best thing is to let that child continue lying, lie himself out, and see the results of his lying.

DR. HALL: I should not want to draw such a drastic and extreme conclusion as that. I think a practiced individual consideration should be supreme over logic or theory. It may be and I

think there are children, very likely, who would be cured that way. I remember reading very well how a glutton was cured by being encouraged all he could. He got sick, got sick two or three times a week. I can't think of his name now, it was in my boyhood; he was cured by giving rein to his gluttony. I don't know but what holding a boy to the result of his lies might be, in extreme cases, a good prescription. I should not be surprised if it was a good idea. I have been rather interested in reform school work, and I am indebted to you for that suggestion. I think it would be worth trying.

MRS. PUTNAM: Two weeks ago a mother of a boy came to me. She was a stranger, and she said: "I came to you to see if you could give me any help in regard to my boy. He is an absolute kleptomaniac; he has been stealing from the time he was three years old, and now he is beginning to do it consciously, now he is beginning to cover up his tracks. I felt it was something he should grow out of; I felt it was something I could indirectly meet and I let him alone. Now he has got the habit." Now what are you going to do? I could not give her any help, but if your rule holds good he should go on stealing.

DR. HALL: I think all these individual cases should be met precisely as a physician should meet a case of physical disease.

A MEMBER: At what age would you think the child should be punished for his actions?

DR. HALL: Some actions the first few months—ten, twelve or fifteen. What class of actions?

THE MEMBER: For instance, of the temper?

DR. HALL: I think the visible temper should begin at the end of the first year.

THE MEMBER: A child quite nervous; not very strong.

DR. HALL: I used to think it should be put off, but I am inclined lately to think that the nervous child should be taken earlier, that that child cannot stand the drastic treatment which would be necessary later.

[The above report is slightly condensed by the editor.]

The following interesting address was made by Miss Holmes as president of the

KINDERGARTEN SECTION:

Since the early seventies the kindergarten has held a prominent place among the departments of the National Educational Association. Its influence cannot be estimated. From the pioneer days when every inch of ground had to be fought over and won by dint of much speaking as well as doing; when its enemies were of its own household—namely, the educators of that day who, succumbing one by one, as the force of the truth of Froebel's educational principles became clear to them, have happily become its exponents;

from that far away day to the present time the National Educational Association has stood as the strongest advocate for the Kindergarten in this country. Now that the first victory is won, and the Kindergarten is accepted as a force in the early stages of education, it becomes the privilege and duty of Kindergartners to see that the campaign be carried further, even into all grades of college and university work. Here at Detroit is the time for a clear understanding, a fuller sympathy, and a more definite purposing concerning the work which this department has before it in the coming years.

The uniting for this convention of the departments of child study and kindergarten was proposed by the presidents of these departments, seconded by the president and officers of the association and many prominent kindergartners, with the hope that it will prove a step toward a stronger bond of unity with all allied departments.

All kindergartners believe, or should believe, that the Froebellian principles of education are destined to permeate and influence greatly all branches and phases of education. This end, therefore, should always be in view and call for support and effort. It seems fitting that an opportunity should be given for discussion and suggestions as to ways and means to best bring the work of this department into more vital connection with the work of the other departments; therefore an informal meeting of Kindergartners and others interested is called for Friday morning at 9 o'clock in Kindergarten Headquarters, church parlors.

We are all members of a large family, Uncle Sam's family, and, as members, presumably interested in each other's progress. A year ago this great body met at Charleston, and thus showed its strong interest and desire to help in the progress of education in the South.

We, who are struggling to uphold and advance the kindergarten cause in the South so that it shall stand in its right relation to all education and shall be an energy itself in the forwarding and formative process, have cause to be grateful to the National Educational Association convention of 1900. Especially are thanks due to Madam Kraus-Boelte, the honored president, and to the other friends who came from long distances with helpful words and kindly suggestions; to these and to all our friends connected with the Kindergarten movement in South Carolina.

On that occasion Prof. P. P. Claxton of Greensboro, N. C., gave an address on "The Needs of the Kindergarten in the South." He first referred to the need of the kindergarten in the South that the *parents* might better understand the education of their children in all phases and become awakened to a sense of their own duty in this respect. He next referred to the need of the kindergarten in the South, that *parents, teachers and school officers* should better understand the connection between the school and the home life.

He also spoke of the need of the kindergarten for "The millions of children of the dusky race, whose home is among us," arguing that the kindergarten is the best *type* of school to bring about the transforming influences so much needed.

And lastly, he spoke thus: "But we need the kindergarten most especially for another reason. The Southern States are rapidly becoming the home of the factory. Already the cotton factory is a familiar sight in the Carolinas and Georgia. The country people are moving into the factory towns from their country homes with their large families of children. It is needful that I should depict for you this factory town and its life—the large brick factory building with its long rows of humming spindles and rattling looms, at which men, women and children work twelve hours a day. I have seen boys and girls under ten working thro the night from six to six, drinking their cup of black coffee at midnight to keep them awake till dawn, the groups and rows of houses without beauty of architecture, and with no relief of lawn, garden and fruit trees; no public library; an ungraded public school, taught from three to eight months by an incompetent teacher in a house unfit for such use, and only one-fourth of the children of school age in attendance. I welcome the cotton mill with every other form of industry that shall bring wealth and its power and possibilities to our people, but the blood of the children must not be woven into the web, dyeing it a crimson hue; nor must their cry continue to go up to the Father in whose sight the soul of one of these little ones is of more value than all the trade of the *Philippines*."

Let me give you an idea of how these needs are being met. Private kindergartens are springing up in many towns and there is a consequent increase of interest among parents. A few *public* schools in small towns have added the kindergartens. The principals of these schools are very progressive men, but the lack of public money hampers the work. Our State Normal School at Rock Hill has a fine kindergarten department. The standard here is high and Miss Macfeat, the head of the department, is one of the foremost kindergartners of the South. This is destined to influence in time public work and to bring about the adoption of the kindergarten in the larger cities. Also, for a number of years, the South Carolina Kindergarten Association of Charleston has carried on a large free kindergarten. This more nearly approaches the public school kindergarten, so far as the class of children in attendance is concerned.

A number of the colored citizens of Charleston have organized a Free Kindergarten Association, and are supporting a kindergarten with a little help from the city. This is a step in the right direction, and tho the only movement of its kind known to me, the growth of interest is very encouraging.

The greatest stride has been made in the line of the greatest

need, and thru the combined efforts of kindergarten associations and progressive and humane mill presidents and directors, kindergartens are starting up in the mill towns. The first mill kindergarten in South Carolina was organized a number of years ago in the vicinity of a cotton factory in Charleston and was supported by the alumnae of the Kelly School of that city. The factory has been discontinued, but the kindergarten still lives and flourishes.

Two years ago the kindergarten association of *Columbia* established a *Summer* kindergarten in connection with the Richland Mills.

In the fall of 1900, Pelzer and Greers entered upon an educational and economic experiment by adding the kindergarten to the mill grade schools, the mills bearing the whole expense. These kindergartens have been watched with much interest and satisfaction, the work proving such a success that it will be continued this coming year under more advantageous conditions.

During the winter *Rock Hill* continued the good work. It was begun in an afternoon "kindergarten supported by the King's Daughters at the Arcade Mills. This effort has resulted in the organization in June, 1901, of the Rock Hill Kindergarten Association, which in point of enthusiasm and numbers has probably made a beginning unequaled in the State. The aim of the Association is to establish kindergartens for the mill children of Rock Hill. The mill presidents are members of the Association and have promised to aid generously in the work." The first kindergarten has already been opened and will continue thruout the year, the plan being to give a ten months' session, the long vacation being in December and January. This division of time is an experiment to be watched with interest, and may prove acceptable in other places than the South.

Columbia having been impressed with the good results of the summer kindergarten in the Richland Mills, now comes to the front, its three mills, Richland, Olympia and Granby, opening and assuming entire support of its kindergartens and placing them under the Kindergarten Association for superintendence and control, thus unifying and spreading the kindergarten interest thruout that city.

Thus within the year six mill kindergartens have been established. We know that other mill presidents are planning to follow in this line as soon as possible, and the field is large. Herein lies the hope of the kindergarten movement in South Carolina, and probably the same will be true of North Carolina and Georgia as well.

Perhaps mill children are the same everywhere, but from my slight knowledge of the case I think that quite a different element enters into this work than is apparent in some of our Northern cities where the population is mostly foreign. This has been referred to before in speaking of the immigration of mill people from country homes, and any one familiar with the condition of the

country in North and South Carolina can imagine the barrenness of the lives which have never been able to rise above the necessity of work for daily sustenance.

A few word pictures taken from the reports of the kindergartners of Pelzer and Greers may show what I mean, and will prove that the *kindergarten* is to bring to these people the balance of rhythm in work and play.

1. "No one who has not seen it can know the change that comes over a child's face in a few short weeks of kindergarten life. Those little old men and women lose the careworn expression. They drink in thru song and story and talks impressions and ideals that find expression in their home free play, which in some cases sadly needs this purifying influence."

2. "From timid little people not knowing whether to laugh or cry, sitting down in their chairs whenever told, or building with blocks, listening to the songs and stories with little interest, in a mechanical manner, to the now noisy, happy and contented kindergarten family."

3. "The children show a marked improvement in their work and play, being more child-like, not the matter of fact little men and women I first met, without imagination or inventive power; laughing at the finger plays, also my joining them in their games; so conscious of every movement they make."

4. "Such happy little ones, every morning while waiting for the bell to ring you can see nearly every child in the school—for the older ones play the games learned in kindergarten, with the babies—skipping or dancing Looby Loo or singing 'Little Bird, You Are Welcome,' and then running to meet their teachers as they appear in sight."

5. "I can say the work is very encouraging because the kindergartner and the mothers and also some of the fathers co-operate in the common interest, visiting the kindergarten to see just what the children are doing and expressing regret that they can't stay longer; taking an interest in the meetings. Some of the fathers stay at home and care for the babies while the mothers attend their meetings, which is kind of them, I am sure."

This sketch of South Carolina's growth when compared with the rapid strides which have been made in some of our Northern cities seems almost unimportant, but it is the *beginning* and as such has a right to a place in our interest and memory. As time and effort bring success to our work, we can then turn with certainty for appreciative encouragement *and help*, if need be, to the more favored sections of our country, remembering that we are one family, with one aim, to give to each child its divine right to freedom and self-expression.

Mrs. Ethel Roe Lindgren, of the Chicago Kindergarten Insti-

tute, was then introduced, having already appeared before the audience in piano solo. Mrs. Lindgren's paper is given in full below, the subject being

RHYTHM IN THE KINDERGARTEN.

May I ask you to bear with me if I speak to you primarily as a musician rather than as a kindergartner—that is, as one who, after a musical experience of twenty-five years, has come to share the view-point and become heartily committed to the principles of the new education?

Should therefore a note of the personal storm and stress period sound thru this paper, you will not be surprised and may listen with the more patience to the unavoidable preamble in which I am led to discuss the general question of music in education, therefore approaching the subject as assigned to me on your program, "Rhythm in the Kindergarten."

I am in sympathy with an eminent music educator (not music teacher), who recently said to a class of teachers: "I am not interested in music—I may say not nearly as much so as I was many years ago; I am interested in education and in music as one means of education."

Such a frank statement reminds us that there is an old and a new attitude toward the entire subject of music, toward its place, its meaning and its power in life. I remember during my college days overhearing a conversation which made a deep impression on my mind, as it referred to two members of the graduating class, one of whom happened to be myself. (I will not tell you which one.) One embryo musician said: "I think M.'s playing is just lovely!" The other rejoined: "Oh, she plays well enough, but J.'s playing is just grand. She can knock a piano silly!"

How often we hear after a possibly sincere attempt to interpret a musical masterpiece such remarks: "Oh, how can you remember all that without your notes?" How little we hear about music and how much about notes, about piano pyrotechnics and feats of memory. This is maddening to one who *feels, understands*, and would voice the noble content and the high message of a work of art.

We have all had the painful pleasure of seeing children give finger exhibitions on the piano, to their own great satisfaction and to the envy of others, deceiving and being deceived into thinking that they were expressing music.

Being able to play the piano does not necessarily prove one's capacity to grasp a musical idea any more than being able to say that two times two make four, and three times three make nine, proves one a mathematician, or the drawing of geometric figures shows one's understanding of the science of geometry.

We turn gladly to the *new attitude*, which asserts that we may and should prove our great principles of development thru this

art of arts also, thus letting it serve in its high way the good purposes of education. D'Israeli voices this idea well when he says: "The greatest advantage that a writer can derive from music is that it teaches most exquisitely the art of development."

The new era in music education is characterized by statements of a somewhat startling sound:

The human being is by nature musical.

Every child is entitled to free musical expression.

Every teacher, certainly every kindergartner, ought to be musical.

And there are those who are proving these claims as rational and true by working with so-called hopeless cases among the children of the kindergarten as well as those of an older growth in the training classes. Three interesting examples of such work with young children are reported from recent work both in the East and in the West. One seven-year-old girl was brought to the class as an example of absolute lack of music. After five or six lessons which were interrupted by the close of the class term, she sang a simple melody twice in a sweet voice.

An eleven-year-old girl who talked in almost continuous monotone, varying only from low A to B, after ten lessons of from fifteen to twenty minutes each sang simple melodies on A and B above middle C. Again a seven-year-old in six short terms of fifteen to twenty minute lessons, two or three times a week, sang a long melody, wrote it out and played it, or as I should prefer to say, sang it on the piano.



This was early in the history of this line of music development, otherwise the same results could have been reached in even a much shorter time. Several instances taken from my own experience in the Kindergarten Training School may be also of interest at this point. One young woman of about twenty-five years came to the music class only because it was obligatory, being firmly rooted in the conviction of utter helplessness and hopelessness in the direction of music. She had no ear, no voice; in short, music was to her a sealed book. And indeed it seemed so. If one sang A she would—well, growl or grunt would better express the vocal effort than the word sing—she would give back F. If you gave middle C she went into the depths. But there was inexorable conviction on the part of the teacher and stubborn courage on the part of the student. Result: This kindergartner now sings the simple kin-

dergarten melodies with her children, and I believe even plays a primitive form of accompaniment.

A touching story came to light at the close of the first session of the music class of the year, the students having been greeted as follows: "You know, girls, that I expect you all to sing. It is quite natural to sing and none of you need be deprived of this divinely given right." An earnest young woman came afterward with tears in her eyes and told of her longing to sing from earliest childhood; how she had been called unmusical and laughed at and become quite disheartened. She had many a time gone deep into the neighboring woods and sat down with only the birds for her hearers to voice her child heart in song. Who knows but that it rang out sweet and pure, being freed for the time from a verdict as cruel as it was ignorant? This child needed only tactful sympathy and loving help to blossom into freedom in song.

Another student, now a successful kindergartner in New York, sought after for her musical intelligence among other good qualities, seemed utterly wooden and unrhymic in her piano work and had long despaired of better things. With persistent, patient work on the part of her teacher and an earnest taking-hold on her own part this was overcome. After a term of private work the following creative endeavor bore testimony to her increasing rhythmic sense; the words and music are both the work of the student, and untouched by the teacher.



Mazzini asserts that "Action is the embodiment of idea." When Michael Angelo was asked the secret of his power to express so

clearly and marvelously his ideas in marble form, he replied that he thought and kept on thinking on a thing until his hand kept time to his thought. (Or, as he no doubt meant, to the rhythm of his thought.)

It certainly appears sane and logical to follow this progress from idea to its expression; from music conception to music expression or technique, as faithfully in this educational channel as in the other relative lines.

It is scarcely necessary for me to tell this audience that the work from which I have drawn the above illustrations is based upon that principle which governs our modern education—the unfoldment of idea from within outward. You have also recalled the lines parallel to this by which the other art inherencies are being developed, such as drawing, modeling, storymaking, etc.

It is in the training class that the student must be inspired and quickened to the larger view of the meaning of music, its relation to the sister arts, to education and to life. One of the means to this end has been the search for quotations on the part of the class members which should adequately express their own thought about or feeling for music; the finding of some passage defining music or its functions; or some lines expressive or prophetic of the largeness of its message to mankind. These are discussed in the class together with the teachers and preferences frankly indicated. The following are some of the memorable statements collected in this way:

"He who explains music explains the universe."—*Schopenhauer*.

"All one's life is music, if one touches the notes rightly and in tune."—*Ruskin*.

"All deep things are song. See deep enough and you see musically. The heart of nature being everywhere music, if you can only reach it."—*Carlyle*.

"Beethoven!" How much is in that word! In the deep tone of the syllables there seems to sound a presentiment of immortality."

"I will sing with the spirit and I will sing with the understanding also."—*St. Paul*.

Some of the books to which the students are especially referred might form the nucleus of a bibliography on the subject of the higher criticism of music, or the larger concept of music as an art.

"Music and Poetry," by Sidney Lanier, notably the first chapter entitled "From Bacon to Beethoven."

"Angel's Wings," by Edward Carpenter; opening essay on "Art and Democracy."

"Religion in Recent Art," by Dr. P. T. Forsythe.

"Parsifal, or the Finding of Christ Thru Art," by Albert Parsons.

"Music and Morals," by Haweis.

And last, though not least, Browning's "Saul," Fra Lippo-Lippi, "Abt Vogler," and others.

During the year just closed our students were asked to write out what they knew of or about Beethoven, or his music. The answers were rather appalling as to meagerness and the mythical or at least questionable tale about the composition of the "Moonlight Sonata" seemed the sum and substance of the average student's knowledge of the great Master. We felt distinctly, as often before, that there must be a background of culture in the literature of music, and at once arranged to give fifteen minutes once a week to the study of Beethoven, and an introduction as it were to his great masterpieces. We had the temerity to take up the symphonies themselves. From these the students heard, sang and expressed the rhythms of the themes of chief importance. Symphonic form, the relation of the music ideas in certain movements, the different movements and their relation to the whole symphony and orchestration were all touched upon. This was done thru discussion and illustration on the piano. We were specially favored by and deeply grateful to Mr. Theodore Thomas for the cycle of Beethoven music which he presented with his orchestra during the season, which gave the students the opportunity of enlarging their Beethoven experiences. On these occasions they expressed themselves understandingly, and showed an appreciation of the deep significance of pure music.

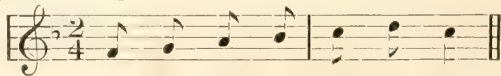
This larger concept of music was directly helpful in the simplest and most practical lines of their music development. It helped them to break loose from the more limited sense of rhythm as confined in a time limit or bounded by bars.

We speak of the rhythm of the spheres, or of rhythms in a picture, or even in a flower. In this large and true sense rhythm defines itself as the proportionate unfoldment of idea. The simplest approach to the study of rhythm would appear to be thru verse rhythm. A child is easily led to express its interest in dolly, puss or bird, in some simple form of poetic rhythmic feeling, having already in the verse the *sine qua non* of music—rhythm.

With your permission I will give a few illustrations from very recent observations: A child of six years who had not sung (that is, consciously attempted to sing, for I hope it is rare to find the child who does not sing in child fashion in its unconscious playtime), to repeat; not only she had not sung but also said that she did not want to sing, was at once interested in making a story about dolly. Thru an intimate and sympathetic talk between teacher and child, this line took form:

"Dolly dear can shut her eyes."

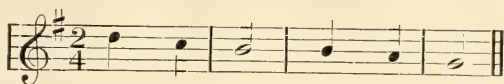
The child was then asked to bring a melody to fit these words. The next day she brought the following: See Ex. I.)



Dol - ly dear can shut her eyes.

This was sung in sweet voice, true intonation and in perfect

rhythmic form. A little seven-year-old girl in the same class, having much less rhythmic feeling, after a week of lessons, was given this melody:



with the words: "Downward fall raindrops all." She showed clearly her sense of the proportionate development of the thought and the line by changing it to "Raindrops all downward fall," which in quality of sound as well as logic of rhythm, is surely the truer rendering.

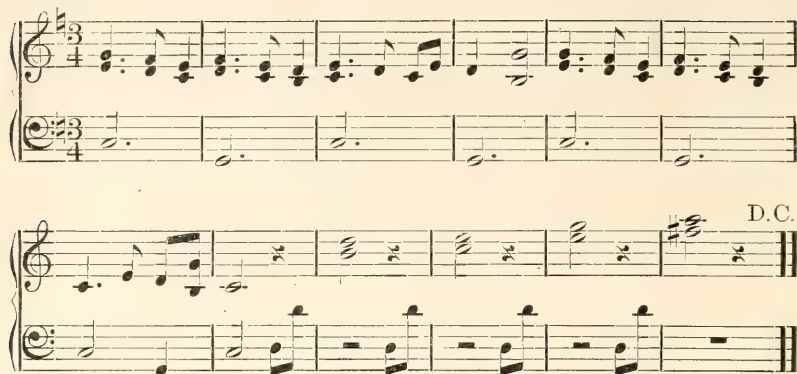
The study of rhythm is thus approached thru verse. How deeply verse and rhythm, poetry and music are allied and how far the study of the first is enlightening in the development of the second, is amplified in Sydney Lanier's "Music and Poetry," while Mr. Moulton in his "Literary Study of the Bible" has made the greatest and most exhaustive study of this subject, treating it in its broadest significance. The illustrations which we have just considered also show that melody is the most simple and childlike musical expression.

I should like to add that while verse rhythm is so simple and happy an introduction to this study it leads naturally and rapidly to the understanding of rhythm in its more abstract instrumental form.

I would illustrate this point with the composition of a nine-year-old whose development has been along these lines for several years. She announced one day that she was tired of studying the music given her and that she would like to make up something for herself. She brought the following composition which she insisted upon calling "A piano piece." She had no especial picture or specific incident in mind. It was evidently not program music—but a pure music concept itself.

You will note the change of key in the middle part and the little transitional period leading back to the first theme: It is an example of what we call song form:





I think we are all coming to realize that rhythm has its important and indispensable function in that universal history of mankind which Hegel defines as "Progress in the Consciousness of Freedom." Our harking back to rhythmic plays and skips and figures in the Kindergarten certainly is a reacting of an element which is conspicuous in the childhood of the race, as seen in the weird and natural rhythmic expression. We give it honorable place for its dower of graceful, unconscious, free bodily expression. The present wave of rhythm work in the Kindergarten surely is acknowledged as an advance into the personal actualization of freedom in movement. So far, so good. It is also said to open the child to music impression and feeling, or more truly expressed to awaken its responsiveness to music expression.

Opportunity should also be provided for children to experience this law in a more conscious way thru melody, and it should go hand in hand with and be wedded to its more elemental form. I believe that we are only beginning to grasp the possibilities of rhythm in the Kindergarten. This is a noble field for fearless and progressive work. We find encouragement in the earnest and thoughtful work of those already so helpfully active in this comparatively new field.

May I again quote Lanier, who says: "The art of an age will be always complementary to the thought of that age." He further states that this age is characterized by the rise to its highest development of science and of music. He argues that the mighty reach of music into the unknown and the potential, or, as we might say, into the spiritual realities, is the grand swing of the pendulum away from the "holy mania for the realities of physical science." In fact, this is the reaching out of the most scientific age after spiritual equilibrium. Beethoven, however, asserts the inherent unity of the two, when he says in the midst of the revolutionary conditions of his own time: "It is art and science alone that reveal to us the hope of a loftier life."

If music has such a noble function, if man is naturally and normally, God-made, a musical being—to be a musician should be

a noble and consecrated calling. It is not generally so considered. To dub a man a musician is not always a compliment, often the reverse. To dedicate a child to a musical career is in the thought of many synonymous with sending him to destruction, and too often this appears substantiated by fact. We find this reluctance on the part of parents and guardians exemplified in the lives of musicians who only thru persistent disobedience were able to follow their God-given bent toward musical expression. We remember the little Bach—our great grandfather of piano composition—patiently copying music by moonlight, because of his uncle's prejudices. Where would be our well-tempered clavier, our Passion Music, but for the divine inner necessitude which impelled him into music expression? Handel was kept from school for fear he should learn music, and played a smuggled spinet in the garret late at night for fear of being surprised and robbed of his treasure. Think of the world deprived of his master-concept of the story of the Messiah in song? You may have heard the story of a well-known Chicago boy-singer; when his voice began to change some one asked his father whether the boy's musical education was to be continued, and a musician made of him. The father promptly answered: "I hope he'll be good for something better than that!" Although so many musicians have failed to demonstrate the unity of art and life, in both their personal careers and in their interpretations of music, we remember with reverence the great masters—Palastrina, Bach, Beethoven and a goodly following—who lived in harmony with this unity and subject to law, because of their *love* for the order and for the *beauty* of holiness. We know that the true artist loves goodness because it is beautiful, and that where truth and beauty are realized as one—inseparable—the unity of life—*there* is serene, triumphant, holy, joy-revealing art. Then the artist becomes the Seer.

Miss Mary Adair then read her paper on "Observations of Normal Kindergarten Students" in schools for abnormal children. We print this paper in full elsewhere in this issue. Miss Geraldine O'Grady, of the Teachers' College of New York City, presented a paper on "The Necessary Elements in Work and Play," which will appear in full in the October issue of this magazine, owing to the pressure of current items which our readers are entitled to have in this issue.

Superintendent Charles H. Keyes discussed these papers and made a practical resume of the Kindergarten situation, as follows:

It is said by some educators that you Kindergartners have made a cult of yourselves and your business, but that conveys the suggestion that there is in this division of pedagogical activity too much of a willingness to clothe your thots about youth in the language of the philosopher. Now I beg of you, if you wish to educate those of us who are illiterate in the art and science which in the division of hu-

man that belongs to you kindergartners, that you do not do it in this way, but give it to us in a way that we can understand it; give it to us easily. Speaking of music I believe in getting at the musical craving of the child that we are not responding to now. I have said to some, "Go in and study your music." I shall go back, I am sure, longing for the opportunity to get my hands on the papers that have been read this afternoon; I want to read them, to study them. Again I would ask you to be very patient if the rank and file of teachers and superintendents do not rise readily to the plane you have heard about this afternoon. There is too much of the feeling that the kindergarten is something that it is not necessary to understand, too much of the idea that you can employ some bright woman that will do what is needful; true there are many such, but then, one should be employed, some bright woman who does know all about it, and then when you have found her, give her a free hand to do what she pleases. Thank goodness that there are some that can do that. Get one who is willing to study childhood, one who knows that even Froebel used only a small part. How many of us can understand all about it from our books, and, upon my word, I must confess my inability to understand a large part of that literature as set forth in the kindergarten periodicals who, if you commenced easier, would be able to follow you.

This is a gathering of experts who can talk in such strain that it is only understood by the elect, but please remember that we are very ignorant, and we cannot understand it all, and follow you. It seems to me that first of all in this work we must correct two impressions. There are a lot of primary school teachers who think your business is to prepare the children for the primary school, just as in the minds of the gentlemen from Ann Arbor, Cambridge, New Haven, that the chief function of the high school is to prepare for their great institutions; just as you will find people in Detroit who think the elementary schools are run for the business of preparing children for the high school, so is the kindergarten looked upon by the primary school teacher. But I say Heaven forbid that any kindergartner should say it was for the purpose of preparing for the primary school. There was to be added to a school of some fifteen hundred pupils in my city accommodations for two or three hundred kindergarten children, and the question came up of making it easy of access to the primary department, but I found myself saying "no, have simply a passage for children to go thru," and let us remember that if we bring that kindergarten in close relation to the primary school it will not be long before the fathers and the mothers and primary teachers will be saying that the children should come out of it with all the wrinkles smoothed out. No, we do not want that, we want the liberty of that, that liberty which is the life of the kindergarten, without which there would be no true expression, and if I understand the principles of kindergartens right it is to have the child's true expression of its best self. The day is coming when that same question of liberty

will be found in the primary school, when there will be no difference between the two. We are going to do away with a great deal of the straight laced few in a row. The old-time school was one that devoted itself to inhibition; when it was that it would look well to tie the boy's hands, and the chief work of the primary teacher was to perform upon the children a sort of chloroforming process—what they call “busy work.” And I think she should then have some kind of a bottle to apply to the group she has chloroformed. If you will pardon my language, it was only the old way, “any old thing to keep the children from expressing themselves.” Your work is in one way pointing right away from the traditional primary school, and I think the primary school will and must have to change its gospel. I remember one primary school teacher said to me she could get along with almost any child but the one who had been thru the kindergarten. If I may illustrate what this same opportunity is. In our kindergarten we have been struggling very hard with some form of creative or manual art which would satisfy the opportunity that was before us, and one of the questions that came to me after we had settled the questions of what was to be used was this, I remember. One teacher came in with the suggestion that she had seen some boys that were allowed to play on a day when they should not be doing anything else, and they were weaving on those little spools that you have seen, a sort of chain weaving, and the question came up, was that good for the kindergarten, or for the primary school? But we are not ready for that. We are not preparing children in the kindergarten for the primary school, and yet in another sense it is preparing them for that grade. A child that has been in your hands for one year or two should have taken the steps and gone a long way towards realizing his own powers; and the first thing for you to do is to make him a good animal; yes, the first, second and third thing is to make him a good animal; you can never make an angel of him if you have not first made a good animal of him. He should sleep better nights; he ought to eat more and better; he ought to play better, and he ought to measure taller, and weigh heavier, and if he is not doing that, if this mother is wise she will take him out of your kindergarten. And if he is not so happy that ordinarily if the home does not go in his way, that he would rather be in the kindergarten than anywhere else he would be better out in the streets playing. Are you making them happier children by your work? If you are doing this I am almost ready to say you have filled your place in the educational system.

I think if you will respond to a measure of this responsibility you will once in a while administer those gifts in an unorthodox way; I think you will say the same inventive problem is before you as is before the future of the kindergarten, and I think you will say you are ready to declare the kindergarten can make no person who fixes the judgment and tells you “This may'st thou do” and that “thou must not do.” We want the teacher to be led by the little child.

In the ideal system of kindergartens the teacher should be at liberty to study the child, to be guided by the great principles of the kindergarten, and always ready to use and devise materials which are not the result of some man's or some woman's mind, but the result of the child, and the child's activities. Oh, how glad I am when I see one who ventures to look upon the roses, the vegetables, the shovel, the hoe and the natural things of life, as much as upon the cubes, the cylinders and squares of paper; when there will be no more virtue in the product of Milton Bradley and Co. and M. Steiger and Co. than there is in the stuff that God grows upon our playground. I said we were going to lay out a building for the children, and I remember that the architect said to me we must remove the great oak tree that was in one corner of it, but I said "No, that oak tree is worth ten thousand dollars in the business I am going to do in this building," and so it was allowed to stay, and I want to say that even in inclement New England that one great oak has evoked the love, admiration, of these children, and I undertake to say that that tree has been the best piece of apparatus we have. I say (and this I say thinking of the paper read on the subject of music, for in that you are appealing to the child's best emotions)—I say, out upon all that appeals to a child's intellect. I am for making an appeal to the soul, but still in this measure of things you will have prepared him for the primary school.

I am a little out of patience because there are those who say that the children in the kindergarten are not able to read their multiplication table any faster. I would not make that the measure of the utility of the school. Your business is to help the child to the largest self-realization, to make the most man out of the little fellow. As one of the readers said today, you must take the first fold in the paper and put it to some purpose, and then the next fold should stand for something else, and so on, and you have the ultimate result gained so far as that exercise was concerned, so we must be equally wise in helping this little child to be a man; we must not be too anxious to lengthen the short dresses of the little tots committed to our care. Now, the question is, have you met this responsibility? Is the child better than he was when he came to you? I think you should be able to say they are more healthy—those that have been in your school; when they are ready to go to the primary school you should be able to say they measure larger, weigh more, and are more healthy and stronger than they were when they came to you.

Again the child ought early to be impressed with the idea that he comes to be a worker with you and God, and of the rest of the girls and boys, and once I get the little fellow's attention upon it, that he is there to work instead of play, I would have him so play that he would think it as important as the work, and I would have the work so pleasant that it would be as important as the play. When he can learn that he is there for work and to be a helper in the true sense of the word he has made a preparation for the primary school

which will save so much time for reading, writing and spelling, and such a child will not be so readily put under the chloroform process, and the teacher will be saying to herself, I must study my business in the light of the kindergarten.

I must stop now, but I wish that at some coming meeting you might give some consideration to the question of what the primary teacher ought to know about our work, and what we ought to know about the primary teacher's work. I thank God when a woman can see that kindergarten is the place for her children; that even the humblest mother in our State knows it. And we must be willing to get at the child when he is too young to put anything but his trust, his true self outermost. I for one am glad when they come to me at the age of three years; I want to serve my kindergartners, giving them a chance to serve childhood before it has become conventional, and I know that the soundest pedagogical truth was the utterance of the Great Master when he said that a little child shall lead you, and as we rise to our relationship with this little child we will not be troubled about defining the relation of the kindergarten with the primary schools.

The report of the committee on nominations for the kindergarten section, consisting of Mrs. Putnam, of Chicago; Miss Adair, of Philadelphia, and Miss Julie E. Youns, of Detroit, was accepted, as follows:

For President, Miss C. C. Geraldine O'Grady, of New York city; Vice President, Miss C. W. Mingins, of Detroit, Mich.; Secretary, Miss Mary May, of Salt Lake City.

The committee on resolutions presented the following, which were accepted:

"Resolved, That the kindergartners attending the convention express their gratitude to the home committee, Miss C. W. Mingins, chairman, which has so carefully provided for their comfort and pleasure.

To the Board of Trustees of the Baptist Church for the beautiful auditorium and airy resting parlors.

To the press of the city for the reports of the meeting.

To the ladies who furnished the delightful music.

To Mr. Breitmeyer for his generous provision of flowers.

To Miss Grace Fletcher, Miss Irene Farquhar, Miss Mingins and the other hostesses for the charming reception and other hospitalities.

PARENTS' CONFERENCE.

The first conference of parents held in connection with the kindergarten department of the National Educational Association was at Charleston. The second was held at Detroit, and the Mother-Play games of Fröbel were used as a point of departure. Miss Evelyn Holmes presided. Miss Putnam and Mr. Stretcht were prominent in the discussion.

THE OBSERVATIONS OF NORMAL KINDERGARTEN STUDENTS IN SPECIAL SCHOOLS.

MISS MARY ADAIR, CITY NORMAL SCHOOL, PHILADELPHIA, PA.

THERE are two departments in every Normal School, viz.: the training department and the practice department, the function of the school of observation and practice being to provide opportunity for the students to apply, and see applied, by experts the methods of the training department.

The Kindergarten Course at the Philadelphia Normal School is elective, in so far that students who wish to be kindergartners must return for one year of specialization after they have completed the full normal course, their year of kindergarten training being included in the general course. Feeling that the students who returned to complete the full kindergarten course were able to gain more from observation, this opportunity was extended to include special schools—schools for the blind, deaf, feeble-minded, etc. The advantages considered were: (1) That to be specialists any observation of special methods should be helpful. (2) The appeal to every undeveloped or defective child necessarily exaggerates the appeal to the normal child. (3) In sense-defectives or children of low mentality the emphasis is necessarily placed upon observation which reveals a mind working its way thru material, to the conquest of material, and consequently self-development, which ought to be helpful to students.

The School for the Blind at Overbrook, Pa., has been thrown open to our students in the most generous way, and having fewer restrictions than some of the other special schools the observations there have been of most value to us. My especial reference in this paper to the methods for the blind does not mean that these only are valuable as observations, but that we in the Philadelphia Normal School have made better use of such observations.

Of course the especial sense defect of the blind, requiring the most tangible world as a basis for all sense impressions, and the remarkable imaginative power, as a rule, of the blind, make this observation of the greatest importance to kindergartners. And it is well known that many of the children in our Institution for the Blind are not only blind, but have other defects as well, notably that of low mentality.

In order to explain the full advantage of these observations to kindergartners I must touch upon the true idea of the *concrete* as a basis for mental and moral activity.

This question of the concrete reminds one of Janus. It faces two ways—on one side the world of things, the objective world as opportunity for suggestion and observation; on the other side we see it as opportunity for reproduction and creation. One deals with the perceptive efforts of the mind as it acts upon objective life, using things as things—the other with the creative or subjective use of things as ideas. Or in other words, we have on the one hand Nature, on the other hand Art. Both are concrete of course, but widely different. The one, man looks at and learns about and copies—the other is the copy. To say which of these is most valuable would be to suggest that bread is more important than water, each being an absolute necessity in its own place and time, and true educational methods, from the kindergarten to the university, employ either as occasion demands. Now, impression is needed, and again expression. To feed the mind with concrete impressions continually, giving no opportunity for reproduction, is to violate nature's law of balance and would defeat its own end by a stultification of power and the mind's refusal to receive any more impressions.

Again, to give opportunity for reproduction and creation without having any previous perceptions would be still more ridiculous, and, in fact, impossible, "making bricks without straw." You would not suppose that people who had any training would make such mistakes as these and yet this is the very rock upon which the student kindergarten teacher most frequently splits. Some time ago I observed an exercise in clay modeling with the youngest children in the kindergarten—a student teacher in charge. Giving each child a lump of clay and taking one herself, she said, in the most approved kindergarten manner (playfully stimulating and stimulatingly playful): "Now I want you all to make a pump." She had no model, no story, no picture, no gesture—nothing, in fact, which would recall any previous impression of a pump, if there was one. The children looked nonplussed. However, she said (taking hold of her piece of clay), "I am going to make one." This was a signal which the children were not slow to take, and as soon as she began rolling hers, vigorous rolling and thumping and patting commenced all around the table. The children had no idea in the world what they

were expected to make, but rolling and pounding and patting was irresistible. The clay gave suggestions of its own, but evidently suggestions that had little to do with a pump. "Oh, you're not making a pump," said the young teacher. "I don't know a pump," said one child. "I ain't never seen a pump," said another—energetic rolling and pounding still going on. This difficulty of never having seen a pump was smartly solved by the teacher telling them that if people lived in the country they would have a pump—that a pump was a thing with a handle, and that water comes out of the spout, and the dear little lambs can get a drink. "Oh," said one child, "I know; it's a spigot," and went to work with renewed vigor and an idea. By this time the young teacher had completed her own and, realizing that for some reason her lesson was a failure, desirous by some master stroke to recover herself, she capped the climax by saying: "Now you can turn your pumps into something else, anything you like." Oh, wonderful world where things do not need to stay put. But in this particular case it was of little account to the children, for a pump was as intelligible to them as a Mauser rifle might have been—perhaps less so—and any impression they might have gained from the teacher's model would be something they would have to unlearn, as it would suggest an object about two by one inches in dimension. The mind *must* perceive before it can proceed to create from the basis of perceptions.

The first light that broods over the deep chaos of a child's mind reveals a world of things ready for him to try, to test, to take hold of, and starting out in life each human being is in search of experiences, each experience gained is stored up and used when occasion offers.

Experience is actual or vicarious, e. g., I trip upon the stair and hurt myself. I tell you all. You can all recall like experiences and mine serves you in this instance, so acting upon it you go down the other way. Or I tell you a story and because of previous actual experience you are able to live it all over and laugh or cry with me as the case may be. The more cultivation one has the more one is able to live by means of vicarious experience. Having traveled a little we take a book and travel in any land; having lived with a few people who have customs we can read of and understand the life of any people. But for this larger possibility in experience our life would be meagre as an animal's.

Now all teaching has for its object this pursuit of experience. If the school methods are based upon a true understanding of human nature, human need and human possibility, each grade finds less necessity for actual experience and more and more use for vicarious experience.

According to this ratio, retracing, the order of movement would be less and less of vicarious and more and more of actual experience until we come to a time away at the beginning, antedating the kindergarten period where no other than actual experience is possible, when to feel, taste, smell, hear and see is all of life. From the stage of life of the little child, with his hands in front of him and things around him, to the advanced student, the old man, with his hands behind him and thoughts within him, the movement is as slow and progressive as life itself. At which state shall you point your finger and say here the concrete shall end, and the life of contemplation begin. To get above and beyond the actual, to possess things mentally and be free is the soul's great endeavor.

The kindergarten child is a long way in advance of the earliest stage of total dependence upon things, but also a long way behind the university student who spends a minimum amount of time upon things, and a maximum amount of time upon mental processes. How free the latter is, how much he can bring out of his store-house at a moment's notice, depends entirely upon the amount and variety and accuracy of the actual which he has stored within him and his skill in using his mental possessions. "To him that hath shall be given."

Even in the little observation we have had in Special Schools our students have been able to see the marked difference in this respect between the blind and the deaf. The blind child in his eagerness to *see* (as he always says), grasps the world by every remaining tool of his mind. He listens eagerly for the sounds; smells—tastes—feels.

The deaf child, on the other hand, exaggerates the use of the sight-sense, and is inclined to make too little use of the other senses. He is limited to the view that things ought to be what they seem. Idioms, phrases, figures of speech, are more or less unintelligible to the deaf, while the blind with extraordinary constructive imagination revel in an inner visual world. And as the same differences exist to a greater or less extent among normal children, the student gets

hold of the idea that in individual cases the appeal should be used which will best overcome the crippling tendencies. The kindergarten stands for the development of every power the child possesses. Dependence upon one particular form of memory recall is largely a matter of habit—normal people adopt the line of least resistance just as the defective does, e. g.

The subject which is of most importance to the blind child, as it is indeed to any child, is reading—from the point of view of getting above the actual and living by means of the imagination. The blind are dependent for reading upon the tools of strongest motor activity, the hands and fingers, as you know. The Point Method of the Braille System of Reading for the Blind is founded upon the fact that a point can be perceived by the sense of touch easier than a line or surface; then, too, the mechanical association of number and position is easily mastered. The kindergarten is the greatest boon to the blind, dealing from the beginning with things and instrumentalities; the whole world of nature comes in the form of a symbol to the mind, touching imagination in the most subtle and fruitful way and making the best preparation possible for the time when the symbol must be translated thru finger-tips. The blind child puts his finger upon a few little dots and calls up a vision of a house, etc., practically getting possession of man's greatest production, literature.

People are ill-prepared for reading who have few and vague impressions and little or no curiosity about places, things and people. The cultivation of the reading habit begins long before the child is able to translate written words into active experiences. Blessed is the man who invented reading, thus lifting the human race above the actual and the present; and to appreciate fully the emancipating value of reading a few months' observation in the School for the Blind is a revelation. Thru this very opportunity our students of the last two years have had less difficulty in understanding the symbolism of the kindergarten.

Many people seem to think that the kindergarten is peculiar in this recognition of the educational value of the symbol. Nature is responsible and not the kindergarten. It is in no sense more peculiar that a child should use his imagination than that he should use his eyes and ears. The kindergarten does not exist for the concrete in any form, either as sense experience or as symbol. It is probably

the misuse rather than the true use of symbolism that has attracted attention to it as something peculiar.

What is symbolism? Simply the mind's first, last and constant endeavor to get away from, and above the limit of the actual, by name of imagination. If a child could never think his stick a horse, or the floor the sea—the box a ship, this water a cup of tea—he could have no mental play and consequently the most limited experience. But notice that he doesn't play that the floor is a cup of tea, or the stick the sea—imagination has a basis in reality. Having an experience of the sea, which lies back in his mind, this level floor suggests a likeness and imagination supplies all other details, motion, etc. One point of resemblance will do, but there must be one. The child makes the analogy, plays his play. We say the floor or stick or box which gave the suggestion is a symbol. Nature, always the friend of man, is at hand, ready with thousands of analogies. Emerson says: "All things are of one pattern made."

But you say symbolism is not peculiar to the child. We all symbolize continually. Of course we do, but there is one great difference. The child with his limited experience, in his analogy, always makes one *thing* stand for another *thing*. To him the lily is a cup—to an adult a lily may be the symbol of purity. The little child does not know about purity, but he knows about cups. The flower is a star, the cube a house; but always one thing suggests another thing to his mind.

The figure of speech, metaphor, the analogies of the adult whereby a *thing* suggests consciously a spiritual idea—these are beyond the child's power and necessity. Observe the literal interpretations of the very little child.

Now, it is never the purpose of education to keep a child upon one step of the ladder longer than that he should plant his feet firmly and understandingly upon it, and rise by means of that step to the next. So it is not the idea of the kindergarten to keep the children in this low form of symbolism, but to help them thru and out of it, but at the same time to recognize the means. It seems difficult for young kindergartners to understand this. To them the symbolic exists for itself. They insist upon it by suggesting it even when the child is making his own natural efforts to get above it. Imagine an exercise like this—a stick exercise—six-year-old children. The poetic young kindergartner says: "Now take the mamma stick and place it in a

horizontal position, take the baby stick and place it at right angles, etc."

Now, if a child is able to use and act upon such language terms as horizontal, right angles, etc., surely he ought to be able to use the descriptive terms large and small. With a babe, his first standards in size being his mother, and himself, he very naturally applies his well known distinctions to any contrast, mother and baby star, horse, wagon, chair, pot, etc. That is all right for him at that stage; but when he is old enough to generalize, to make finer distinction in size than the broad contrast, why should he still have to limit himself to his baby expressions? So we see that symbolism like the above, which is a help at one stage of mental power, becomes a hindrance at another. Analogies should never be forced upon a child; they depend upon experience. I am having an interesting time at present watching a child who is just beginning to *want* to read. He says very odd things about the shapes of words and letters. He is evidently trying to get hold of the sense by the form e. g. He said "this is a (horse) train." "No," I said, "that is horse." "Oh," he said, "I think this is more like horse." *L* is a chair, *O* a ring, *S* a snake, *A* a house. His present spelling would be—SOUL—snake, ring, cup, chair. He is not so far along as another child I know, who has settled upon one symbol. She says, a half round, a whole round and four slanting lines is C O W. However, as all roads lead to Rome, the children make use of their own experiences in their own way, and so that they do learn to read when the mind is ready for that activity is the chief thing. True and lasting interest in reading is based, as I observed already, upon previous experience being actively lived over again and actualized anew by imagination.

But there is a danger just here, lest this new great opportunity of literature should be its own limit, even in the schools, language lessons upon art taking the place of the art expression of each human being, language lessons upon nature taking the place of nature itself. We would become mere intellectual machines, but that art and nature keep us human.

And while it is true that we rise more and more from things to thought as we pass along, we cannot call ourselves free so long as there is an experience yet to be lived or while anything remains to be known which would add to our power and capacity if we knew it. The balance of human faculty is beginning to be more and more recognized. Go out to nature. Come back to read the books and

paint the pictures and write the poems. Go out again and come back to better reading and painting and writing.

Can any end of education be greater than to assist human beings to see for themselves how "the heavens declare the glory of God and the firmament showeth His handiwork." Earth has no higher meaning save that man should rise thru it and by it and above it to heaven.

Speaking of the study of art, our students have benefited incalculably by their observations in the School for the Blind, where every appeal that serves must be made close to the very roots of instinct and impulse. As we know, the basis of art is primarily the fact of activity. Any doing is in the first sense art. But art, considered as the expression of the æsthetic nature, does not bear this too general interpretation and has its own basis. What is the foundation for the appeal and cultivation of this highest quality in our nature? It is rhythm. Man's instinctive love for rhythm has its root in the fact that nature has planned the body upon rhythmic principles. Regularity, contrast, proportion, harmony, color, form, are all in the body itself. We only like what we are. The mother instinctively works upon art principles of rhythm. Rocking, dandling, clapping, nodding, are all regular movements and pleasing to the child, whose body is a rhythmic machine. When older, he loves to gallop, to choo-choo. All the natural activities of childhood or early child's play are rhythmic. A picket fence, a small boy with a stick and you have the first music, regular vibration which fits pulse beat and heart beat. The rise and fall of sound make so delightful a cadence.

If the kindergartner who deals with normal children should understand rhythm both as appeal and reaction, how much more the kindergartner for the blind! While the blind child possesses the same natural basis as the seeing child, the fact that he has to grope has hindered in a measure all spontaneity in action. As we have seen, the spontaneous action is invariably rhythmic. It was difficult for our students to understand at first why so much attention was paid to marching and other rhythmic exercises in the Kindergarten for the Blind. To counteract the inertia born of physical timidity it becomes necessary to go back to the first basis of delight in repeated action. Nothing can react to enfeeble the mind so surely as fear. Fear, the constant attendant of the blind child, is an obstruction to all gain in the way of experience. This being so, every stimulus to spontaneous action—action that leads to self-forgetfulness—is de-

vised by the teacher. This is planned, of course, to call out every side of the being. Nature's principle of compensation serves the blind child in the matter of sound rhythm. He responds to this with greater pleasure than the seeing child. Music, rhymes, jingles, singing games, poetry, nature rhymes, bird calls, rain pit-a-pat, all these are studied by the teachers and used persistently to touch and awaken a responsive chord in the child shut out from the sights.

Color rhythms are denied to the blind, but they feel hungrily for color, and they do get in imagination, thru nature, songs and stories, some idea of the rhythm in color, feeding in some measure the craving for beauty.

The conspicuous absence of the color appeal as a matter of sense helps the student observer to know what it ought to mean to the normal child, and the importance of basing study of color upon rhythm. But if the blind child never misses color rhythm, his delicacy of touch comes to his rescue in the matter of form rhythm. How they love to create border patterns and symmetrical forms and placing their hands upon them, enjoy in that way the beauty of regularity that others enjoy thru sight. This is almost the only sensuous delight in rhythm which they get, except in the bodily movements before referred to, and it is little wonder if they are extravagant in their expressions or joy over the model of a Greek temple with its regular columns. They seem to feel the beauty intensely.

Using such means, the teachers of the blind are able to help those children really to see with the eyes of the mind, and our students made many observations of the fact that blind children seem to realize even more than seeing children that "the world is so full of a number of things that I think we should all be as happy as kings."

In this way those children learn to speak the language of art and thus find expression for a universal feeling. The future life of the blind child, from the point of view of self-dependence and earning capacity, is so limited that the necessity is doubly great of bringing up every latent possibility that will give a balance of productive capacity.

Thru the necessary exaggeration of method the idea of rhythm as an educational opportunity was brought home to our students, as it could not have been in ordinary observation. 1. The appeal to bodily feeling in rhythmic games and plays—marches, dances and exercises which demand a quick motor answer to a sensory appeal. 2. Sound rhythm with all that the cultivation of musical feeling

means, making the natural poetic appeal of the kindergarten one especially helpful to the blind. 3. The rhythm for the eye, color and form, which affords so great opportunity and delight to seeing people, may be enjoyed in some measure by the blind thru touch, perception and imagination. 4. The rhythm of ideas—social relationships, human motives and results, human deeds and the return of the deed.

The little ones play social games and hear stories of the life within their experience. The older children have the drama which they greatly enjoy; and as they do their own printing at Overbrook, the best literature is within the reach of the blind students in the higher grades.

The Overbrook Institution for the Blind has probably the best equipment for this work in the country. And as the doors of the institute are open to the students of the Philadelphia Normal School, they reaped a harvest of splendid experiences. It is a great thing for student teachers to see experts as specialists, particularly when those specialists recognize the self-activity of the individual as the means of education and the creative self-expression of the individual as the object of education.

I'll tell you how the sun rose—
A ribbon at a time,
The steeples swam in amethyst,
The news like squirrels ran.

The hills untied their bonnets,
The bobolinks begun,
Then I said softly to myself,
"That must have been the sun!"

But how he set, I know not,
There seemed a purple stile,
Which little yellow boys and girls
Were climbing all the while.

Till when they reached the other side,
A dominie in gray
Put gently up the evening bars,
And led the flocks away.

—Emily Dickinson.

SINGING GAMES AND THEIR SOURCES.

MARI RUEF HOFER.

IN gathering the materials for "Singing Games Old and New" many facts presented themselves of interest to teachers, and designed to arouse a deeper respect for the games, as well as to explain many of the half forgotten traditions which gave them birth. The reappearance of both the form and content of these old games in the modern street games shows that their spirit is not yet dead, however changed and corrupted their exterior semblance may have become. A comparison with current plays and games, which originate among children shows their fundamental interest to be the same, and also undoubtedly prognosticates a long life for them among us still.

The games here noted are among the more familiar ones still in common use. A later article will consider plays and games as found among the children of Chicago Summer Vacation Schools. These indicate how fundamental is the need of such games, else why their continual recurrence, in modified form, in all lands, in every year. We learn also that the crude and vulgar forms which the children invent or modify can be altered for the better by slight changes, often of a word, which render them none the less acceptable to the children. Here as elsewhere we must overcome evil with good, else the evil grows.

ROUND AND ROUND THE VILLAGE.

This game reverts to old village customs and is a survival of the periodic village festival at which marriages took place. One of the customs of Scottish villages is cited in Gregor's Folk-Lore, "When marriages take place the whole party make a circuit of the village." Miss Gomme turns the fact of the children standing still during the game and the simulating of the houses by "making windows" to the old merry-making called a "faddy." She says: "In the afternoon the gentility went to a farmhouse in the neighborhood to drink tea, and syllabab, and returned in a morrice-dance to town, where they form a "faddy" and dance thru the streets till it is dark, claiming a right of going thru any person's house, in at one door and out at the other." In Russia one of the customs on the eve of marriage is

for the bride to go round the village, throwing herself on her knees before the head of each house. The game is given in Newell's *American Games* as, "Go Round and Round the Valley." The "Faddy" is reported as still being played in rustic neighborhoods in England.

THE NEEDLE'S EYE.

The Needle's Eye, as known and played by American children, may be said to be strictly American, as no other such version appears, altho a game, "Thru the Needle's Eye," is known in England, and is played somewhat similarly to ours, with tug of war at close. A familiar game among the children of the ghetto in Chicago is called "Jack the Needle," but is a doleful, modern sweatshop tale. This will be noted in a later article.

LOOBY LOO.

This still familiar and favorite game seems to have traveled a long journey of time down to the present day. In the fourteen settings given by Miss Gomme many curious allusions are preserved. [The tracing of the origin and meaning of the game to a form of the phoral dance is suggested by one of the oldest Scotch versions which gives, "Here we come louping" (leaping), and is supposed to refer to the imitation of different animals. However remote these suggestions may be to the situation of today, the social appeal of this game is as strong now as ever. The activity, imitation and fun of the game will always make it a favorite with children. The last line of the verse, "All of a Saturday night," refers to the customary village green play hour.

THE MULBERRY BUSH.

This game seems to have retained its original character thruout the centuries of its playing. With the exception of change in the name of the "Bush," it has survived almost intact. Miss Gomme attributes the origin of the game to the custom of the marriage dance around the sacred tree or bush. The peculiarly domestic character of the game might indicate the enumeration of the domestic virtues of the bride.

THE FARMER IN THE DELL.

This game is found in Newell, and is quoted as a distinctively American game, altho it is mentioned among old English rhymes as

the "Farmer in the Den." A similar form is found in Holland, under what is known as "In Holland Stands a House." Instead of a farmer, a prince lives in that house, and takes a wife child, etc. This game seems to have political significance, as it results in the driving away of the prince and his family.

THE JOLLY MILLER.

This old English favorite is found in many variations, always at the expense of the miller, who is facetiously viewed by the country people. It is found almost intact in the plays and games of the young people and children of America.

WINDING GAMES.

This very interesting form of game is attributed to a very ancient Anglo-Saxon tradition, that of tree worship, which is the parent form of all winding games. The game called the "Eller Tree" is one of the old English forms. This game represented a number of young men and women standing in a long line, one at the end representing the tree, about which the line begins to wind. The old saying with this was, "The old eller tree grows thicker and thicker." When the tree is finally wound, they would all jump together, calling out, "A bundle of rags," etc., the game ending in a general frolic.

THE BUSH FAGGOT

is another one of the winding games.

Wind up the bush faggot,
And wind it up tight,
Wind it up all the day,
And then again at night.

This rhyme is repeated until all the players are wound around the center or tallest player in a tight coil. Then all sing, "Stir up the dumplings, the pot boils over," when all jump together until all ends in a general scrimmage.

The German "Snail Game" and the French "Shepherdess" are two very good types of this kind of game.

THE KING OF BARBARIE

shows a close relation to the French game, "The Duke and the Castle." The meaning of the game is identical with that from the French, illustrating the storming and capture of a fortress. As represented by Alice B. Gomme in its variant English forms, it is

played like the French game. Individual trial of strength seems to be one of the elements of the game. One of the versions given will show the strong similarity. Either "King" or "Queen" are used in the English settings.

O will you surrender, O will you surrender,
To the King of Barbarie?

We won't surrender, we won't surrender,
To the King of Barbarie.

I'll go and complain, I'll go and complain,
To the King of Barbarie.

You can go and complain, you can go and complain,
To the King of Barbarie.

Good morning, young prince, good morning, young prince,
I have a complaint for you.

What is your complaint, what is your complaint?
What is your complaint for me?

They won't surrender, they won't surrender,
To the King of Barbarie.

Take one of my brave soldiers, take one of my brave soldiers,
And then they'll surrender to me.

It is played much in the same form as the French game.

THE KING OF FRANCE.

The following old Sheffield rhyme bears a close resemblance to the better known "King of France":

O the grand old Duke of York,
He had ten thousand men,
He marched them up the hill
And he marched them down again.

LONDON BRIDGE.

The game of "London Bridge" is acknowledged to be one of the oldest and most widely popular of the folk games. Its great age and the many changes and corruptions thru which it has necessarily passed makes it very difficult to account for the various settings in a logical way. Miss Gomme recognizes three distinct incidents to the poem which might account for its irrelevancy and length.

She thinks the "bridge" setting the authentic one and the episode of the "watchman" and the "prisoner" foreign adjuncts, which became added later. Gathering from both Miss Gomme's English and Mr. Newell's American games we gain interesting facts about the game, which are well worth bearing in mind.

The main idea of importance is that of the bridge itself, the construction of which in the early days was an occurrence of no small moment. The famous "London Bridge" alluded to in the text is quoted as the one built in the Thirteenth Century which was sixty years in planning, the planning and erection taking the better part of a century. The vast importance of bridges in those days for traffic and defense can scarcely be estimated. Many superstitions were connected with bridges in ancient times, that of the consecration of bridges by human sacrifice, mentioned by Miss Gomme, accounting for the "prisoner" episode. Also the difficulty of construction gives mention of materials in the game. Newell introduces suggestions of a mythological nature, as that the bridge is symbolic of the parting of body and soul, and the choosing on the part of those caught, the future state of heaven and hell. He bears out these statements from the French and German versions of the game, the "pins and needles" representing these places. It is claimed that the "tug of war" is an American addenda.

THE BRIDGE OF AVIGNON.

The well-known French game by this name also shows high antiquity. This game indicates the importance of bridges as places of festivity, social occasions, dances, trials, and executions. In its adapted version it appears under the title of "In the Spring," which gives added opportunity for improvisations suitable to the seasons.

The charming Swedish harvest game, "Mow, Mow the Oats," presented for the first time in English playable form in "Singing Games Old and New," is mentioned by Newell, and he also gives a beautiful transcription of the same game in the form found among the Finns of the Baltic coast. It is extremely pleasing and pastoral in its form:

Reap we the oats harvest,
Who will come and bind it?
Ah, perhaps his darling,
Treasure of his bosom.
Where have I last seen her?
Yesterday at evening.
Yesterday at morning.

When will she come hither,
 With her little household.
 With her gentle escort,
 People of her village?
 Who has not a partner,
 Let him pay a forfeit.

THE SWEDISH WEAVING GAME.

This game also receives here its first introduction in a translation from its original form of imitations of the process of weaving. It is interesting to note the opening of the melody on the second of the scale; also the syncopated effect of the time. This dance is known as the "Virginia Reel" in our country, also as the "Hemp Dresser's Dance" in Old England. Both the "Mow the Oats" and the latter game were secured from a young Swedish woman recently come to this country. These identical games are also claimed by Norway.

OATS, PEAS, BEANS AND BARLEY GROW

has the honor of being played in every civilized country of the globe. Miss Gomme gives eighteen settings played in the English islands alone. The words have scarcely suffered change in the five centuries thru which it can be traced. Newell suggests the game as traced to classic times, when it was supposed to have formed part of rustic festivities designed to promote the fertility of the fields, which also in turn was supposed to be the original purpose of the May festival.

My boat is turned up at both ends,
 All storms it encounters it weathers,
 On its body you'll find not a board,
 But covered all over with feathers.

We daily reload it with rice,
 'Tis admired by all whom we meet,
 You'll find not a crack in my boat,
 But you'll find underneath it two feet.

—A duck. *Chinese Mother Goose. Translated by I. T. H.*

OBITUARY—EMPRESS FRIEDRICH—MARY J. GARLAND
LOUIS H. ALLEN.

When one returns to one's September duties one is annually met with the announcement of the passing of those whose lives have made history. Last summer recorded the laying away of the gentle old man, democrat and patriot, Henry Barnard. The mid-summer of 1901 takes one who as patrician Empress has kept her faith with all humanitarian movements; another, who for half a century served New England's children with modesty and resoluteness; and yet another, who as tender-hearted, zealous citizen gave his brain and hand that the kindergarten might be made free for all the children of his city.

EMPRESS DOWAGER FRIEDRICH.

With the passing of the Kaiserin Friedrich the women of Germany lose a great, brave and most beneficent friend. She was the first born of the great English Queen, and early gave evidence of a strong and independent mind.

In 1858 she was married to the Crown Prince Friedrich of Prussia, and was always a devoted wife and mother. She was also intensely interested in arts and letters and all that makes for the higher life of a people. She was the patron of many important industrial, educational and art associations, and took a personal and active interest in them. Her ministrations to the sick soldiers during the Franco-Prussian war won their love, and the first undenominational school for trained nurses was established by this queen of the broad womanly sympathies. The Pestalozzi-Froebel Haus of Berlin owes much to her, who early became its liberal patroness and who personally espoused the Froebel cause. Her visits to the institution will be remembered by many, especially by the American students who appreciated her cordial hand-shaking and English greetings. One of the last acts of the Emperor Friedrich was the pension provision for the aged widow of Froebel, and the interest taken by this royal pair in rational education was made practical in that they provided their own children with the kindergarten care, the present Emperor being the first royal head who grew in a child-garden. The Empress organized as a memo-

rial to her husband a school and kindergarten for the children of the family estate, calling the teachers from the Pestalozzi-Froebel Haus. Visitors to the Columbian Exposition will recall the fine exhibit of this institution, which reviewed the life of the children in watercolor sketches. One of these showed the visit of the Empress Friedrich and her daughter to the Christmas tree and their distribution of gifts. This was her annual custom, and the students' home of this institution is named for the princess daughter, the Victoria Heim. Tho Empress in fact for only three months, and tho a woman of considerable eccentricity, she commanded the affection of the strongest thinkers among her German sisters, and her practical services to the interests of women in general will always keep her name honored in the history of modern education.

MARY J. GARLAND.

Miss Garland has been a New England teacher for well-nigh half a century, and since 1872 one of the steady lights of the kindergarten training service. With her passing, another strand is cut by which the pioneer and the present day work were bound together. Miss Garland was born in Maine in 1834, and she was a teacher in her own private school, as well as in the Houlton (Me.) Academy, and later at Montreal. She passed one year as President's secretary at Vassar. On coming to Boston she became interested in the movement which was to be her lifework, first thru Mrs. Mann and later thru Miss Elizabeth Peabody. 1871 and 1872 found Miss Garland taking the regular kindergarten training under Madam Kriege and her daughter, at the close of which time she opened a training class of her own at 98 Chestnut street. Among the students of this first class were Miss Rebecca J. Weston, who was associated with Miss Garland until her death in 1895, and Miss Lucy H. Symonds, who still conducts her own training school in Boston. Miss Garland conducted a kindergarten for the children as well as a connecting class for many years, and even witnessed the child grow from her own kindergarten up to membership in her training class. At one time the Chestnut street school enrolled seventy children, all of whom either were in the kindergarten or had passed from the same into the older classes. On account of the failing health of Miss Weston, quaint, gentle-lady that she was, the children's work was given up in 1892. The loss

of her friend and co-worker in 1895 was an immeasurable grief to Miss Garland, who placed a memorial window to Miss Weston in the central window of the Peabody House Kindergarten. One look into the strong face of Miss Garland revealed the policy of her life—an unswerving loyalty to the ideal—a subordinating of all personal claims and weaknesses, in order that the ideal might be maintained. Just and generous, true and well centered always, she was a friend and favorite with the children and a personal counselor to her teacher-students. Full of play-spirit and humor, and a born disciplinarian, to all of which her eyes gave testimony, at times twinkling and again keen and searching; she had the unrelenting manner of the Puritan or the soldier on duty. She did not hesitate to use the surgeon's knife if it was required for healing, but the hand that was so unflinchingly firm was indubitably tender, and beneath the habitual reserve was always felt the heart full of love.

Miss Garland died on Sunday, July 28, 1901. She had not been strong since her illness in the spring, but this sudden termination of her life was not apprehended. Among those present at the funeral were Mrs. Louis Prang, William Lloyd Garrison, and those who well may be called the kindergarten daughters of the deceased. The graduates sang the favorite kindergarten songs, and a brief eulogy was pronounced by William H. Sayward, a personal friend of Miss Garland, and a poem was read by Mrs. Stannard. The exercises closed with the singing of "Abide With Me," by the chorus of graduates.

Mrs. Margaret J. Stannard, who has been Miss Garland's assistant and friend during the last years of her work, will continue the training classes at 29 West Cedar street for the present, where the spirit and presence of Miss Garland will continue in the full degree that is the best tribute to her memory. To the Eastern Kindergarten Association we extend our deepest sympathy on the loss of a faithful member and officer; on the loss of the strong hand and able judgment of one who has stood for the principle of things as they are and as she saw them. AMALIE HOFER.

DEATH OF LOUIS H. ALLEN.

It was my privilege to witness the illuminating of the great Exposition buildings of Buffalo soon after the news reached me of the death of the friend who is associated with all my most grateful memories of the beautiful city on the Erie. The sunset splendor had modulated its orange into rose and suffused itself into well-

massed grays. "Heaven was touching earth with rest" as thousands waited for the great light from within to answer back the challenge of the skies. As if in holy response the electric glow gently but increasingly emanated until the illumined splendor shone all about us. Involuntarily I said in my heart: "No one of us can appreciate the glory of this as fully as Mr. Allen." Because he possessed the gifts of mechanical genius, Mr. Allen was finely attune to all the modern developments of science and electricity. He was ever busy late into the night over some invention, possessed with that intensity of interest in a given idea which is characteristic of the inventor's nature. He might have been a poet or a musician as well, and his great genius for affection should have been coupled with the philanthropist's opportunity. It was in the beginning of the free kindergarten movement in his own city of Buffalo that I first knew him. Telling an incident of the helplessness of a child, I discovered the strong man in tears of tenderest sympathy. Then he told me of his first acquaintance with the kindergarten—how he and Mrs. Allen read aloud one Sunday afternoon from cover to cover the little *Free Kindergarten*, sent out by the Chicago Free Kindergarten Association, giving the accounts of the results noted by the Kindergartners and of daily work as it was carried on with the children and the mothers and the fathers. That Sunday afternoon's reading was a spiritual awakening, and both gave themselves to the cause of children and the kindergarten. After visiting the leading workers and schools in New York City, Mr. and Mrs. Allen returned to Buffalo and threw their whole energy into the free kindergarten movement. Tho a business man with great responsibilities, Mr. Allen wrote night and day articles for the Buffalo press, believing that the needs of the work should be kept before the whole public, and from 1890 until the time of his death no more valiant, tender-hearted, self-giving service has been rendered the kindergarten cause than by Mr. Louis Allen. It was my privilege to witness the flame of his zeal incorporate itself in the *Kindergarten News*, now the *Kindergarten Review*. There was no time to sleep when babies were growing from slum-mothers' arms only to creep into the gutters and alleys. There was no time to eat and enjoy life while three and four-year olds were toddling about in rags and filth. And so he worked on into the morning, and no sanctified taper lighted before the Holy Virgin has ever symbolized a more religious consecra-

tion. Several kindergarten articles from Mr. Allen's hand appeared in the *Outlook*, and he contributed a booklet on the "Progress of the Kindergarten in New York State" for the educational exhibit of the Columbian Exposition.

Mr. Allen could plan a house and build it; he designed machinery, and invented several important machines for manufacturing purposes; he always welcomed the opportunity to use his tools, and his workshop was his club. No wonder that his whole mind went out in appreciation to a system of education which cherished the creative activity of the child. He was one of our most eager guests at a happy Christmas party in the Fifth Street Chapel Kindergarten one holy Christmas eve, and when it was all over he made a careful review of the occasion as to how much spiritual as well as material influence it may have had on the individual children. His was a sympathetic, delightful, sanguine nature, always responding to ideals and always battling with obdurate realities. Mr. Allen was for five years a member of the New York Seventh Regiment. He leaves a mother, a sister and brother, now living at Jamestown, N. J., and a wife and two children, Mary, nine years old, and Roosevelt, five and a half. Mrs. Allen and the children after spending the summer in Maine return to Morning-side Park. Mr. Allen was thirty-eight years old, and died July 27 of brain exhaustion. He was laid to rest at Portland, Me., his wife's home.

His long-time friend and business associate, Mr. J. C. Moss, of Buffalo, writes of the death of Mr. Allen: "I feel that I have lost one of the best friends. Few men were blessed with such abilities, such devotion, such depth of feeling. During our relations I learned to appreciate his many good, noble qualities, his unselfishness, his love for others and his devotion to those depending upon him. Few men with whom it has been my privilege to come in contact have so universally shown as much consideration for others. He was a diligent, hard worker, always busy; he never once forgot the little civilities and courtesies to others, and his friendship was to be valued by all who once obtained it. His mistakes were errors in judgment, not of heart."

The personality of Louis H. Allen had a quality not common, and therefore not always recognized and often not fully appreciated.

The battery is discharged, the current broken.

August 17, 1901.

AMALIE HOFER.

IMPORTANT TO KINDERGARTEN THINKERS.

THE N. E. A. MEETING IN DETROIT: AN OPEN LETTER.

Dear Fellow Kindergartners:

There are some matters connected with the recent meeting of the National Educational Association that seem to me of vital importance, and I know of no better way than this to put them before you. There is much that might be said of the pleasure and profit which everyone who attended the convention must have felt. But it is not of interesting programs, nor delightful headquarters, nor comfortable housing, nor large parties nor yacht rides, that I would speak, altho a large letter could be filled with the rehearsing of all that was done for the pleasure and comfort of the guests. The point to which I would call attention is the fact that altho the Department meetings were well attended, the number of kindergartners present was very small. I was asked by several members of the N. E. A. how it happened that lately there had been so few of our guild at these meetings. Is it true that our growing interest in the International Union is taking us away from the larger Association? There certainly seems to be reason for the raising of this question which we would do well to consider, and as I look at it, it seems to present itself in this way:

1st. The two meetings (N. E. A. and I. K. U.) come within a few months of each other. Our people cannot well afford to take time and money or go long distances to attend both meetings, and so choose that which they think will bring quickest returns in the way of help in their individual problems and also the friendship or acquaintance of those with whom they are closely associated.

2nd. The N. E. A. meeting comes at the end of the school year, when one is tired, and the possible heat, and large crowds with the unavoidable excitement is more wearing than the smaller and earlier meeting.

3rd. The opening of many summer schools where one wants to go for special study, may also have something to do with the number of kindergartners who were unable to be there.

All of these seem to be valid excuses. Yet I am more and more impressed with the great opportunities which are given us in the Department work of the N. E. A. The ideal relationship between school and kindergarten is still far from realization. Teachers and kindergartners need to consider each other's problems. The "general sessions" of this great body discusses questions that should be of as much importance to us as to any other teacher, if we are to consider ourselves a part of the great whole. As a general thing, the questions taken up here are large ones, they are on the whole handled by "large men," in a large way. One hears experts in other lines than one's own. The elementary school has been glad enough to take what the kindergarten had to offer. Has the school nothing for us? What has the manual training department to offer? The art department? The scientific depart-

ment? Not that we want to put the art or manual training or nature study of the school into our kindergartens, but we do need to know what they are doing, that we may get at the true "psychologic foundations." The time has passed when people can fancy the kindergarten and the school related because the former is using "construction work" and the latter finds the "gifts" a means of expression on certain lines. I don't see how we can study the *germs* of any of these subjects until we have something of an idea of the way these manifest themselves in the work and play of older children; and so the teacher of the grades needs to look back and see what has been done in kindergarten.

It was a good thing to have the kindergarten and child-study have a joint session. It would be good each year to have something of this fraternizing spirit. Our I. K. U. is teaching us to look at our own work from many points of view. The N. E. A. would give great help in a still more inclusive study of the problems. Nor is that all. The kindergarten will never have the strength and force it should have, until men and women work together for it. It will always be true that women are to be the kindergartners; but I think they would be a little more sane, at least a little broader, if they didn't have things quite so much their own way in their little psychologic world. And this larger outlook is just what the N. E. A. gives, that our own organization does not give enough of, viz.: *The man's point of view.*

And now, dear friends, what can we do to make it possible for us to have the benefit of both these meetings? It has been suggested that it might be possible to have the I. K. U. meet just before the N. E. A. That at this time we could have our "Round tables," our social contact, which after all is so large a part of the value of these meetings; that our general papers and discussions could be somewhat turned over to the department of the N. E. A. We certainly need the help which can come from both meetings. The problem is how to arrange a program that will enable us to keep vitally in touch with this great representative teaching force of our country, and still have the individuality which we certainly have gained thru our I. K. U. Will you not discuss this in the *Review* and the *KINDERGARTEN MAGAZINE*?

Chicago, Aug. 2.

ALICE H. PUTNAM.

KINDERGARTEN CONVOCATION AT BUFFALO.

Notwithstanding the fact that there are many good people in and out of Buffalo who still class the kindergartners among those who ride hobbies, large numbers of "outsiders" as well as interested kindergartners from near and far greeted the talented speakers who kindly responded to the united call for helpful talks of the Buffalo Free Kindergarten Association, the Kindergarten Union of Buffalo, and the Training School Alumnae.

The first session was held on July 1, Miss Elder, the President of the Convocation, being in the chair. She introduced Mr. John G. Milburn, who is President of the Buffalo Free Kindergarten Association, and is also President of that great educational institution, the Pan-American Exposition. Mr. Milburn in a friendly way welcomed the visitors to the city and its present great attraction. He then succinctly gave the history of the Free Kin-

dergarten Association during his presidency of nine years until the present time, when the kindergartens are a part of the school system of the city. He was justly proud of those kindergartens, and he liked to be congratulated on their success, but he wished to say that their success was due to Miss Elder's untiring ardor and efficiency in her varied duties. None of the duties which he was called upon to perform gave him greater pleasure than those connected with the kindergartens.

Dr. W. N. Hailmann, author and educator, the friend alike of kindergartners and teachers, was the speaker for the day. He gave a masterly philosophical lecture on "Leading Problems of Elementary Education." It ought to be published, for no report can do justice to the doctor's subject, or to the interest in which he held his audience while "in the fulness of time" with potency of appeal, he shadowed forth the image of the indwelling reason of the universe slowly growing articulate thru the ages in the intellect and imagination, the arranged knowledge and ideal art into harmony, into goodness.

After Dr. Hailmann's lecture a reception was held. Among the receiving party were Mrs. John Clarke Glenny, who was the first President of the Buffalo Free Kindergarten Association, and Superintendent Emerson, of public schools.

The session on July 2 was presided over by Miss C. T. Haven, of New York, whose natural tactful leadership may have been helped by her official duties while President of the kindergarten department of the N. E. A., and as President of the I. K. U. She is an admirable presiding officer.

Miss Virginia Graeff, of Cleveland, in her inimitable way, gave an address on "Art in the Kindergarten," offering for discussion two definitions of art, one by Bishop Huntington, and one by Schiller. She urged that the child be led to find art in the kindergarten thru music, pictures, language, motion, handwork, and manners.

Miss Rosemary Baum, of Utica, N. Y., next spoke on "The Program." She is a fluent speaker, and her talk evoked discussion. One of the pleasant features of the Convocation was the free, earnest conversational "family kind" of discussions on the subjects brought forward.

Mrs. Mary Boomer Page, of Chicago, who is so well known, was the other speaker for the day. Her subject was "The Kindergartners' Executive and Pedagogical Functions." Executive function includes good housekeeping, wise financiering, sanitation, hygiene, and many kindred acquirements, which are means to a higher end, the development of the individual for the social whole. The pedagogical function is made effective thru strong administrative work. It demonstrates the relation of subject matter to method, insight into the principle of correlation and its practical results in the everyday life of the pupil.

Miss Haven presided at the last session on Wednesday. Mrs. Ada Marean Hughes, of Toronto, the popular speaker and a leading educator, gave an address on "The Home." She pleaded for the teaching to girls in the public schools of all the subjects of domestic economy for the purpose of training in definiteness. Manual training, cookery and other domestic work

should be taught, not only because they are needed, but because they cultivate a moral sense in doing something perfectly. The kindergartner should organize the mothers of her district and start mothers' meetings, where those who need it may be taught how to take good care of the homes and families. In this way the kindergartner can help to secure the adjustment of the home to the new conditions of society.

Miss Bertha Payne, of Chicago, who is one of the youngest expositors of the kindergarten, and who has a brilliant future ahead, spoke upon the subject of "The Kindergarten." She reviewed the history of the movement for the past twenty years, pointing out that ideas which were at one time considered distinctively kindergarten were now adopted by the public and high schools, and also by industrial and commercial life. She referred to the great ameliorating possibilities in the future thru the kindergarten.

Mr. Percival Chubb, of New York, gave an able and scholarly address on "The School." It is hoped that Mr. Chubb will place it in permanent form for the edification of those who had not the good fortune to hear it and for the further gratification of those who did.

Miss Haven then closed the Convocation with a few words, which left the impression of a benison.

Miss Ada Gates and Miss Griffiths, two popular vocalists, entertained the visitors with music during the sessions, and the Women's Board of Managers of the Pan-American Exposition entertained the kindergartners and their friends in the Women's Building on Wednesday afternoon.

An attractive exhibit of work composed of selections from the free kindergartens caused much enjoyment. It was the result of a visit of the children to the Pan-American Exposition.

Genial, helpful Col. Parker gave the kindergartners of Buffalo and their friends a soul to soul talk on "The Letter Killeth, but the Spirit Giveth Life." He implied that great talents and great opportunities were trusts to be used not selfishly but for the common brotherhood of man, that the brains and the hands of society need to be brought into closer relationship and sympathy with one another, and their mutual dependence upon one another better understood. The ideal state of things can only be brought about by practical Christianity.

MARY J. B. WYLIE.

Buffalo, Aug. 1.

TENNESSEE MOUNTAIN WORKERS.

At the annual conference of Mountain Workers of the Northern Presbyterian Church, held at Tusculum, Tenn., June 6 to 20, the program included, for the first time, a social settlement section in charge of Miss Mary B. Andersen, head resident of neighborhood House, Louisville, Ky. The subject was introduced by a graphic account from Miss Katharine Pettit of Lexington of a social settlement summer camp for two seasons in operation in the mountains of Kentucky. The campers, five in number, having converted their tents into a thoroughly comfortable and artistic home, entered into a relation of simple neighborliness with the mountain people, and gradually, thru the friendly visits paid, were able to organize daily classes in domestic

work, including cooking, dish-washing, table-setting bed-making and sewing. There was also a full-sized kindergarten in operation daily under the trees. In this way the workers came in contact with more than two hundred men, women and children. Miss Andersen having clearly defined the settlement idea, and traced the historic development of the movement, threw the work into the form of discussions from topical outlines, the subject of each day being introduced by a brief explanation of its application to city conditions, and the discussion of its applicability to the conditions of the mountain work being taken up by the mountain workers with much energy and interest. The topics considered were as follows:

1. The Social Settlement Summer Camp.
2. The Social Settlement Defined, and History of the Movement.
3. Kindergarten Principles and Practice (presented by Miss Clark and Miss Pratt, of Chicago).
4. Health and Physical Conditions of the Mountain People (hygiene, home-keeping, diet, personal habits).
5. Traveling Libraries and Library Possibilities.
6. Manual Training (considered in its relation on the one hand to the old arts of spinning, weaving, etc., still surviving in many of the mountain homes, and on the other to the constant increase of inexpensive manufactured goods).
7. Nursing, Village Improvement and Relief Giving.

Not the least interesting feature of the meetings was the great body of facts brought out in the discussions, with regard to the actual customs, habits and conditions now prevailing in the isolated districts. It was found that often in the same neighborhood, there exists the greatest diversity in degrees of intelligence, industrial capacity, home keeping ideals, moral and physical health, etc. Some of the reports of the "Bible Readers" were a record of genuine settlement work long in operation in connection with church activities.

A. D. P.

SUMMER KINDERGARTEN AND VACATION SCHOOL PROGRAMS.

The following program outline was distributed by Miss Laura L. Runyan at the Chautauqua (N. Y.) vacation school during the past summer. Miss Runyan was dean of Dr. John Dewey's school during the past year, and was assisted by Miss Clara Myers, of Cornell University. The work was chiefly conducted out of doors.

Work for six and seven-year-old children will be a study of farm life and occupations. The farmers will lay out a farm, with fields, orchards and pasture lands; build the houses, make fences, etc., and plant the fields. A garden planted early in the spring will aid in the study of farm products. Excursion to farms will be used in planning work.

Animals for stocking the farm will be used as motive for instruction in clay modeling.

Reading, writing, number, art and nature study will grow out of farm work.

If time permits, lumbering, milling and mining will be studied in the same way.

Work for eight and nine-year-old children will be a study of primitive life. The group of children will be expected to imagine themselves deprived

of all present day familiar social conveniences, and work out anew the race inventions and discoveries of food, shelter, clothing, weapons and tools, domestication of animals, early methods of agriculture, simple forms of government, etc.

Art work, nature study, reading and number connected with their work.

The Chautauqua Kindergarten was conducted by Mrs. Mary Boomer Page, with an attendance of fifty children and hosts of daily visitors. The following program slip was handed to visitors:

The program of the kindergarten will be the reproduction and development of the children's out-of-door activities and interests in and about Chautauqua, showing somewhat the life, growth and changes in water, woods and farm.

As the conditions governing children unused to each other, to the environment and to the teachers, in a summer season, are so different from those at home, we call especial attention to the fact, and ask that any who are interested in the purpose, plans and means used for development will confer with the director or co-workers at the *close* of the morning.

We aim to develop sympathy, capacity and free co-operation in every way possible.

Different groups of children will do some educative work or participate in plays and games with the children of the Elementary Vacation School, out-of-doors, nearly every day.

The means of expression and materials used will be such as are common to all Kindergartens, some toys, "outside" and new materials will also be provided. The music, songs, games and stories will be used for both expressive and illustrative purposes.

Parents of children in the kindergarten and members of the training classes are admitted without charge. Other visitors welcome at a small fee.

All guests are requested to refrain from audible comments upon the children or their work, as we wish to secure as spontaneous an atmosphere and behavior as possible.

Parents' conferences will be held on Saturday mornings, free to all. Definite announcements will be made later.

The vacation school and the kindergarten exchanged visits twice a week, playing games together and sharing work.

The Chautauqua primary Sunday School was conducted by Miss Mina Colburn, tickets of admission being given out to a limited number of visitors. The requests for visitors' tickets were far in excess of the seating capacity of the gallery of Kellogg Hall. Miss Colburn followed the outline below:

Aim: To lead the children thru the consideration of the life about them at Chautauqua, to a genuine childlike appreciation of God's goodness to his children, and a desire to thank him for these gifts.

Outline of Lessons: General subject, God the Workman; lesson I, God the Creator; lesson II, God the Provider of Pleasure; lesson III, God the Provider of Food; lesson IV, God the Provider of Clothing; lesson V, God the Provider of Shelter; lesson VI, God the Provider of Rest; lesson VII, Gratitude to God for His Gifts; lesson VIII, review.

WHAT A BEAUTIFUL OPPORTUNITY

the Buffalo kindergartners have had this year, with the Exposition for their point of departure! Their programs have included construction of buildings, transportation, art, landscape gardening, etc., with the Exposition as the inspiration of all their work. As Buffalo lies between New York and Chicago, kindergartners of the East and West. The work seems to be growing so it appears to be a medium between the principles upheld by some of the

toward freedom, but in a balanced way that will save it from going to the extremes into which its more enthusiastic and rapidly-moving western neighbors may have entered. At any rate, the supervisor and directors do not assume to know all that is to be known about child-nature. They are still observing, thinking, questioning both new and old methods, and are proving that which is good. Hence the kindergartners of Buffalo are in safe hands.

Two kindergartens were visited in Buffalo. It was not the best time of the school year for seeing representative work since the next week brought all to a close, and no new subjects were being developed. In one case there was a lack of vital interest upon the circle. The children were kept still too long, and did not take enough part in the talk. The children at one table made some very interesting beauty forms under the teacher's suggestion. One child made one design which appeared to satisfy his aesthetic feeling. Some blocks were, however, still unused. Question, should we arbitrarily insist that all the material given be used in what the child creates? The artist does not always use all the colors upon his palette, and the architect is not given a certain amount of material and told that he must use it all. Nor does the teacher or orator use in class-room or on platform all the thought material lying at his disposal. When the child has completed a design satisfactory to himself, may he not express the relatedness of life as seen by the teacher, by lending his surplus material to another child. When the teacher is dictating an exercise she may, of course, use all of a given gift, and could often suggest to the children, in making their own designs, that "we will use all of our blocks today." In mathematics we must be exact; in art we must allow a certain amount of freedom, tho all art expression must be based upon mathematical law.—B. J.

MISCELLANEOUS REPORTS.

PAN-AMERICAN: Naturally, one of the first exhibits of the Pan-American Exposition to claim our attention was that representing education. The display is not large, but is encouraging and hence inspiring. It consists largely of examples of work, done by Indians, Filipinos and children of the Hawaiian Islands. There were photographs and specimens of written work, besides a great deal of hand work.

A visit to any ethnological museum shows us how skilful barbarous man becomes in fashioning a useful or beautiful tool or utensil. In this exhibit we see this same skill employed in making the garments and tools used by civilized man. A beautiful little model of a wagon, perfect in each detail and trimly painted, represents the group work of several Indians. There are besides examples and models of work in sloyd, and house building for the boys, and of graded work in sewing by the girls. Inside one case, two dolls are found in juxtaposition; the one is a squaw of buckskin, and the other a paleface dollie, each dressed in complete detail, by an Indian child. The work shown illustrates what the trained Indian can do in the practical, essential industries of modern civilization. What they can do along the lines of advanced art is shown by the beautiful fireplace designed and executed by Miss Angel de Cora. As has been said, this fireplace is a poem in wood.

with the hearth fire as its theme. Miss de Cora is a graduate of Hampton and is now studying art in Boston.

The central panel above the mantel shelf is an oblong painting in oils; in the left of the picture are several wigwams, aglow with the fire-lights within them. On the right, against a glowing sunset sky are darkly visible an Indian brave and maiden, suggesting that soon a new "hearth-fire" is to be lighted; the soft, subdued yet rich coloring of this well executed painting is full of poetry and feeling. Below the shelf is the conventionalized eagle, the Thunder Bird, who typifies the sun, source of all heat and fire. Surrounding the entire fireplace is a carved border, whose unit is the conventionalized fire stick, with which the Indian produces fire by friction. The conception thruout is most interesting and is well executed. In this exhibit were also shown illustrations from a story written by an Indian and illustrated by Miss de Cora, who certainly has a career of high usefulness before her, as an inspiration to *all* races.

The exhibits from Hawaii also were largely hand work. The graphophone and stereopticon were used in combination in a small audience room to entertain and instruct. Here moving pictures showed the students of Hampton, Washington and Philadelphia at work in field and class-room, while the voice of an invisible speaker explained and interpreted each one.

As before stated, the great value of this small exhibit lay in this fact. It is a re-enforcement of the argument in favor of manual training. It proves the feasibility of soon making useful citizens of all of our wards, if we are willing to spend the ounce for prevention. Most of the work done requires trained intelligence and skill, which, however, is within the capacity of the average Indian, or native of the Pacific Isles.

One other most interesting feature of this educational exhibit is a series of pictures illustrating methods of punishing refractory pupils, which were in vogue but a few years ago. Looking at these we realize that we are not very many feet in advance of our darker-hued brethren, so far as genuine enlightenment, mercy and justice are concerned. As a nation, we have long been stumbling in the dark as to rightful status of the tribes within our borders. We are in the dark no longer. The way has been shown us and there is no excuse for longer delay. We must give all children of whatever race or complexion an all-round education from the kindergarten up.

FROM GERMANY: The Froebel memorial house is still being provided for by Frl. Heerwart at Blankenburg, Schwarzathal. The kindergartner who taught the children of the first kindergarten is still living there, now 76 years old. The annual meeting of German kindergartners was held at the same place in July, and the topic for general discussion was as follows: "The Return to Froebel's Original Gifts and Occupations as a Foundation for All Inventions and Developments." The original models are all in the museum at Blankenburg, in the very house where Froebel constructed them. And our friends, the Family Pappenheim, write as a family from the Hartz mountains of a happy vacation. Prof. Pappenheim's seventieth birthday was celebrated in an international manner, and the Berlin friends contributed the sum of 2,534 marks as an Eugen Pappenheim fund for kindergarten purposes, the

dispositions of the same to be made by Prof. Pappenheim himself. The sum was at once placed in the care of the Berlin Froebel Association, and the interest on the same designated to be spent in furthering kindergarten literature, and other interest. We are also notified of the death of Pastor Boehring, who has been the last of those fine men whose education was gained at Keilhau when Froebel was in his full power. He was in the school from his fifth to his seventeenth year, and died over 80 years old. His eloquent voice has been heard for many years at all great educational meetings, but his last appearance was in Berlin, 1896. His reminiscences of Froebel were always eagerly listened to.

The kindergarten department of the Milwaukee Normal School makes the following requirement for entrance:

In addition to the general requirements, person entering the kindergarten course must have a fair degree of musical ability. There will be an entrance examination in vocal and instrumental music. Students must be able to play several marches (without music) in good time, also such music as Mendelssohn's "Songs Without Words," Lange's "Flower Song," and other pieces of similar nature. Students must be able to read simple kindergarten songs at sight, and to sing songs of like grade with the kindergarten songs, with agreeable tone. Those who are not proficient, but who are accounted of good natural ability by the examiners, will be admitted conditionally, but will require more than two years for the course.

The general New York state teachers are examined on history of education, by the following questions:

1. Compare the educational ideas of Charlemagne and Alfred the Great.
2. a) In educational discussions what is meant by the Renaissance? b) In what century did it chiefly occur?
3. Give a brief statement of some of the educational ideas of Rousseau.
4. a) What was the central idea of Hindu education? b) Who only received its advantages?
5. Give two prominent features of the educational ideas of Erasmus.
6. Give three characteristics of the educational system of Athens.
7. Compare the work of teaching before, and after the invention of printing.
8. Give two prominent features of the educational system of Pestalozzi.
9. a) By whom and when was attendance at school first made compulsory?
- b) Name three leading countries of Europe in which attendance is now compulsory.
10. Discuss briefly the educational influence of the Crusades.

THE CHICAGO KINDERGARTEN INSTITUTE has introduced a new phase of practice work for the senior students. This finds expression in the Horace Fletcher kindergarten, where the Institutes' second year students are given opportunity to exercise directorship a few weeks at a time, subject to the helpful and stimulating criticism of the experienced supervisor. The director for the time being has one assistant, who is also a senior, and in time is given her turn at taking charge. The supervisor makes her helpful call several times a week. She remains thru the whole or a part of the morning's session, as she deems best. With the discernment born of long experience

and natural insight she recognizes the deficiencies and excellences in the work observed. With wisdom and tact she combines counsel with criticism and so leads the novice director to a better understanding of herself and her work. Enriched by this practical experience as responsible director, the graduate student will assume her first charge with a greater degree of efficiency and confidence than would be warranted by a two years of practice that represented table-work only.

"Our system of education will not be wholly free until every grade of school, from the kindergarten to and including the University, shall be open to every boy and girl of our country."—Resolution adopted by the N. E. A. in 40th session at Detroit.

Richard G. Boone, superintendent of schools at Cincinnati, is the new editor of *Education*, succeeding Mr. Frank H. Kasson. Editor Boone, like his honored predecessor, is a kindergarten ally, and if we may estimate by what he has already done, one from which much is to be expected.

The October issue of the KINDERGARTEN MAGAZINE will bring the following articles of great value:

Textile Arts as Constructive Work in the Elementary School, by Clara Isabel Mitchell, of the School of Education, University of Chicago.

Necessary Elements in Work and Play and Some Practical Consequences, by Geraldine O'Grady, Teacher's College, N. Y.

Work and Play in the Primary and Grammar Grades, by Charlotte M. Powe.

Account of New York City and Chicago Vacation Schools and Playgrounds, by Misses Nolan, Mathews and Guest.

Sources of Children's Traditional Plays, II., by Mari R. Hofer.

Mr. Patterson Dubois writes cordially from Philadelphia: "The MAGAZINE looks more attractive than ever in its new cover." Dr. Albert Leonard, President of the Michigan System of Normal Schools, congratulates the KINDERGARTEN MAGAZINE on the "standing which it has gained for itself during the past year."

The legislature of the state of Illinois in 1899 passed a stringent law for the protection of birds. The statute provides a fine and imprisonment as the penalties for robbing the nest of any wild bird. The same punishment is provided for the killing or having in possession, alive or dead, any birds save those known as game birds, which may be killed in the proper season. No person under fifteen years of age is allowed to make collections of birds or their eggs and no adult may collect save for scientific purposes and then only after the filing in court of a bond of \$200 with two sureties therefor, and the depositing of a certificate signed by two well known scientists to the effect that he is a proper person to be given the privilege.

PESTALOZZI'S description of the Ideal Mother, Gertrude, printed in red and black, handsome old English lettering, for 6 cents each. Just the thing to give students as a souvenir, or mothers as an inspiration card. Address, Kindergarten Magazine Co., 929 Fine Arts Building, Chicago.

BOOK NOTICES.

THE STORY OF A CHILD. By Pierre Loti. Translated from the French by Caroline F. Smith. Preface by Edward Howard Griggs. It is impossible for the little child to express all that he thinks, feels and suffers. His vocabulary is too limited for him to put into verbal language the impressions that throng him, even were he able to define them, to give them shape. Misunderstanding, ridicule and punishment too often arise as real or fancied barriers between him and his elders when he would fain make known the fears that assail, the fancies that dominate him. Hence we must ever rejoice when there arises an artist writer like Loti, to act as interpreter between child-life and adult-life; to express for us what we thought and felt as children, but were unable to voice; to teach us how to feel with and for the children for whom we are responsible today. This is what Loti does for us. "And melancholy marked him for her own" is one's thought upon closing this book, which is dominated by a strange and mournful tone that recalls Hawthorne's somber atmosphere. Yet there is much of sunshine also filtering thru these pages, tho ever tinged by the shadowed melancholy of the one whose impressions are thus recorded. Truly, the kingdom of Heaven must be found within one, we think as we read. The chapter devoted to the loved and loving mother is one of the most important and touching tributes to a mother's subtle and intangible influence upon a growing child. The paragraphs in which he describes his first success in running and jumping will give an idea of the value of the book to the student of child-life. How many can remember the joy that accompanied this new accession of power! Pierre Loti's memory takes him back to his second winter as follows:

As if it were yesterday I recall the evening when I suddenly discovered that I could run and jump. * * * At the sad hour of twilight I was in the dining-room of my parents' house, which room had always seemed a very vast one to me. But as the hour for dinner approached, a maid servant came in and threw an armful of small wood into the fireplace to reanimate the dying fire. Immediately there was a beautiful bright light, and the leaping flames illumined everything and waves of light spread to the far part of the room where I sat. The flames danced and leaped with a twining motion ever higher and higher and more gayly, and the tremulous shadows along the wall ran to their hiding-places. * * * I arose in ecstasy, and approached the flames; then in the circle of light which lay upon the carpet I began to walk around and around and to turn. Ever faster and faster I went, until suddenly I felt an unwonted elasticity run thru my limbs, and in a twinkling I invented a new and amusing style of motion; it was to *push* my feet very hard against the floor, and then to lift them up together suddenly for a half second. When I fell, up I sprang and recommenced my play. Bang! Bang! with ever increasing noise I went against the floor, and at last I began to feel a singular but agreeable giddiness in my head. I knew how to jump! I knew how to run. I am convinced that that is my earliest distinct recollection of great joyousness.

The following passage will indicate the suggestions that parents may find in this charming book. The boy is allowed for the first time to return home by himself.

And at Chaumes, in that shadeless spot, a place always baked by the sun, I fulfilled the pledge that had been exacted from me at my departure. I opened a large sunshade!—oh! how my cheeks reddened and how humiliated I felt when I was ridiculed by a little shepherd-boy who, with head bared to the sun's rays, guarded his sheep. And my agony increased when I arrived at the village and saw four boys, who had doubtless just come from school, look at me with astonishment. My God! I felt as if I would faint. It was true courage which enabled me to keep my promise at that moment.

We fear that his dread of his studies and the misery he endured at the mere thought of them were but the too-common possession of his generation of school children. How many forlorn little students would have echoed his sentiments, as given in this book of impressions! How he must rejoice at the new day dawning! Tho written by one of the poetic rather than the scientific mind, it has its message for all who study child-life. The style has a charm all its own, which the translator has caught with rare skill. All the various delicate shades of thought and tones of color have been appreciated and subtly expressed. Boston: C. C. Birchard & Co.

THE STORY OF THE ALPHABET. By Edward Clodd. A French conundrum runs thus: "Je suis le capitaine de vingt-six et sans moi, Paris serait pris (P(a)ris)." I am the captain of twenty-six and without me (a) Paris would be taken.* The mighty captain referred to is the letter *a*, and invincible indeed have he and his small company proved, under different names, in different lands, and different uniforms. Darkness, ignorance and superstition have steadily given way before their onward march, as pen and printingpress have furthered their advance into the remotest hamlet. The little book before us rehearses the gradual evolution of alphabetic signs from their first crude beginning in pictograph, hieroglyphic, etc., to their assumption of their present form. Illustrations are numerous, the text is clear, simple, sufficiently detailed and trustworthy, as the author's name would indicate. If you teach reading or writing you will go to your work with renewed zest, after reading this fascinating story, with the light it throws upon man's early attempts to convey ideas by means of written signs. Tell the little child who finds difficulty in learning to read, of the men who spent years in trying to decipher the three languages of the Rosetta stone, which gave the key to a nation's life. Miss Adair said recently: "Blessed be the man who invented reading." We would add, "Blessed be the many who gave us the alphabet." New York: Appleton & Co. Price, 40 cents.

CONSTRUCTIVE STUDIES IN THE LIFE OF CHRIST. By Ernest D. Burton and Shaler Mathews. This volume resembles a compilation of such notes, descriptions and questions as make up the International Sunday-School Lessons. Its aim is thru suggestions and required writing, to enable the student to construct for himself a real life of Christ. It is a step in advance of the International Lessons in that the analysis is complemented by the required synthetic writing. University of Chicago Press. Price, \$1.00.

FROEBEL AND THE KINDERGARTEN MOVEMENT, an Outline for Training Classes, is announced to be ready by October 1, by Miss Nina C. Vandewalker. It is a twenty-page pamphlet giving paged references to the facts of Froebel's life, the origin and growth of the kindergarten movement.

* Pris (taken).

KINDERGARTEN MAGAZINE

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TWENTIETH CENTURY SERIES.

TEXTILE ARTS AS CONSTRUCTIVE WORK IN THE ELEMENTARY SCHOOL.*

CLARA ISABEL MITCHELL, UNIVERSITY OF CHICAGO.

TO present the subject of Textile Arts as constructive work I shall, with your permission, discuss constructive work generally, and its place in the curriculum, perhaps gaining by that means a clearer point of view from which to study the value of this particular activity.

As the educational problem is now shaped, the most economical measure for a body of teachers to pursue is the free and critical discussion of the *course of study*. The discussion of that question by this particular company is of vital importance, because, upon the grade teachers, manual training teachers, and art teachers rests the responsibility of the initial act in reconstructing our course of study.

The present course of study is, evidently enough, not adequate to the demands of the time. Our educational ideas are undergoing radical changes; our course of study does not meet these changes. We need one which acknowledges the claims of the new ideals and assists in their realization.

The educational ideal is changed over from "school as preparation for the future" to "school as present community life." It insists that school *is* life; that it is the place where every child begins at once to realize himself according to his own innate capabilities.

To meet the requirements of this ideal, the course of study must recognize school as *community life*, and must provide for its organization and maintenance as such.

Paper read at joint meeting of Manual Training and Art Sections of N. E. A., at Detroit, Mich., July 10, 1901.

By community life we mean that state of society in which every individual member orders his conduct with reference to the good of the whole; the whole being so constituted as to necessitate the highest development of its members. As this state of society is the only means powerful or complete enough to set in motion all forces of individuals, it is evident that *individual progress* is only possible as *community life exists*, and that the *good of one* is identical with the *advancement of all*.

Our school, in fulfilling this large social aim, must give to children all-sided growth as a result of their service to the community. It must insure to them the development of all powers, physical, mental, and moral. As all education is thru self-activity, and human faculties develop thru use, the community which is to provide for all-sided growth of individuals must call into action all the forces of those individuals.

Community life is made up of work and play; it depends upon these activities for its existence. The individual is developed thru this work and play. It is, therefore, the function of the course of study to so plan the school community as to engage *all* its members in educative work and play.

Such work and play, socialized, constructive, we call *social occupations*, and in their organization lies the problem of the course of study.

Constructive work, manual training, industrial arts, drawing, painting—handwork of all kinds by whatever name—form a large part of these social occupations of school life. The question is as to their place and educative value. Psychology as well as experience proves them to be among the central interests of life, the strongest forces in the schoolroom, the most economical means to power and knowledge. Grouped together with other social occupations, they should be the *center of the course of study*, and about them should be ranged all the other subjects of the curriculum.

The fitness of social occupations to stand as the central force in education is proved by history. The social life of our great world is seen to consist in the interrelation and development of a few primary and fundamental activities. Cities, farms, mines, quarries, and water-ways are filled with men and women busy with the affairs of life, engaged in the work and play of the world.

All this work and play is for the satisfaction of man's needs.

His necessities, reduced to simplest terms, are *companionship, shelter, clothing, and food*. The needs of society today, complicated as they seem, arise from these few fundamental ones, and are the elaborations of them—developed and refined by man's educated taste and increased subtlety.

Thru self-activity, under the necessity of food, clothing, shelter, and companionship, the human race has educated itself out of savagery into civilization. In the getting and cooking of food, making of houses, weaving of clothing, and adjusting himself to the habits of other human beings, man has gained the knowledge of nature and society, and grown to the power of self-direction, which constitute his present state of culture.

The fundamental needs of his nature have put him in contact with *other people*, with *materials, forces, laws, and localities* which have brought to him great bodies of knowledge. This knowledge he has classified into *sciences, mathematics, history, law, and philosophy*. His activities, set in motion under the pressure of necessity, have developed and multiplied with use. The rude strength of the primeval hunters, fishers, farmers, and shepherds has grown, with experience, into the skill and art of our civilization.

This has been the educational process thru which the race has passed—*self-activity aroused by need*. The result is our present state of society with its sum of knowledge and stored-up power; knowledge organized into sciences, mathematics, history, civil law, philosophy; power expressing itself as *skill in the arts of living*—agriculture, manufacturing, commerce, social government, language literature, and the fine arts.

Our human family has educated its children thru centuries of *building, cooking, weaving, family life, and law-making*; in processes at first simple and primitive, but growing in complexity as the race advanced. As there arose necessity for bridges and machines people became engineers; seeing the need of better and more beautiful homes, they became architects and artists; conscious of still higher needs, they devoted themselves to the study of sciences, religion, law, government. *Sense of social needs* has, from the beginning, acted as the most powerful incentive to individual human effort.

The school must apply the principle of education learned from the great world. It must be a *community* into which the child puts himself in work and play, and from which he gains the knowl-

edge and power which are his individual right. Like the large world, it must demand of its members work which sets in motion all their latent energies, and puts them in contact with people, materials, forces, and laws. As the race has gained its learning and skill the child will get his, by working out the problems of life thru the incentive of human need.

Representative forms of the great type industries appear in the school under the names of constructive work, manual training, industrial arts. The processes they involve are wood-working, metal working, cooking, gardening, weaving and needlework, pottery, modeling, drawing and painting, book-binding and printing. Heretofore, these have been superadded to the already overcrowded curriculum as valued but unrelated subjects. The time has come when, if they are to fulfill their great educative function, the course of study must recognize their social significance and establish them as fundamental factors in the life of the school. Socialized work has been the maker, builder, educator, of our race. It must be such to the children of the race.

It is for the course of study to plan work and play that will place the children in the normal, vital relations with life; in free and living contact with nature on the one hand, on the other with society. To allow for this normal interaction between the child, his work, society, and nature, four conditions are essential to the planning of all constructive work in school:

First: Everything made must be made for the sake of its social value.

Second: The need for the thing to be made must appear to the maker, and must be recognized by him as *genuine*.

Third: The work and play must be so varied and universal as to make an all-sided appeal to the child's nature.

Fourth: It must be so directed as to connect the worker with nature and with human life as sources of knowledge.

The first condition—that all work done shall have social value—is so bound up with the second—that the child shall know and appreciate the value—that the two must be considered together. Both are essential to community life, in accordance with its definition as a state of society in which the individual orders his action with reference to the good of the whole; for the workman can direct his powers only toward such ends as he sees and understands. He puts his intelligence into his work, just in so far as the

work appeals to his intelligence. He who knows the purpose of his labor can focus his attention upon it, measure his forces in relation to it, and shape conditions toward its fulfillment. That the student should know the use of what he is making is essential to his education as a freeman, a socialized human being.

Originality, freedom, taste, can grow only under power of initiative. To know a need, and to be allowed initiative as to ways and means of filling it, gives opportunity for plan of the creative element, without which work will be imitative and slavish, not truly constructive, because the worker has not put himself into it. The putting of himself, his taste, his invention, into his service makes it a genuine offering to society. It is just that which makes it social—community living.

Work done in the textile arts, as in all other forms of hand-work, should be the making of things of use for the school, the home, some other school or home, for people somewhere in the world.

Enough human needs are waiting to engage our energies at all times. The necessity for laws restraining child-labor, proves that the work of little children is of value to society.

The children, then, may be set at the simplest beginnings of the great industry which ends in clothing the human race and in beautifying human homes. Let them weave baskets, make rugs, embroider aprons and curtains, and sew garments, because people need their work. Such making will be their education into original, creative skill.

Let them know the use of each thing they are making, and appreciate its value, for *sense of value* is *interest*. Interest, the great motor force in human action, makes effort easy. Interest in spinning, dyeing, designing, sewing, and embroidering of things for use, will open new channels for the movement of activities outward, the freeing of creative energies.

The third condition necessary to the socialization of constructive work, is that it be of sufficient variety and breadth as to call into action all of the child's powers, and so give him all-sided development. The power of community life as an educative force lies in the fact that its needs are so many and so varied that no individual, however abnormal or undeveloped, can escape the appeal of *all* of its claims. Somewhere in the work demanded by the maintenance of society is the particular need which will put into

action the individual energy. And everywhere in it is that call to disinterested, unselfish action which alone develops the highest and most potent force in man's life—that is, consideration of his fellows.

When the course of study shall make of the school a place of playrooms, workshops, studios, gardens, kitchens, and laboratories where children are coöperating in a real, tho small, part of the world's work, every child can find that activity thru which he may begin to realize himself. Somewhere there will be the piece of work which is to set him to thinking, feeling, doing. Then the thing he does is the expression of himself. Into it he puts his thought, feeling, skill.

It is at this living point of self-expression that human growth takes place, and that education is possible. Here the teacher recognizes his opportunity. Work in the shops, studios, and laboratories, made powerful thru purpose self-directed, moves outward and manifests itself in a rug, a chair, a piece of pottery—a thing of use. This is art. It is a gift to society, expressing the thought and feeling of the maker. Art is developed, skill grows, under the demand for creative work and thru incentive to self-expression. In complete community life this demand and this incentive exist.

The course of study must provide for the use of material and employment of processes so varied as to make possible full expression of all sides of the self in art. When our school life sets children to work in designing and making happily the things used in daily life, making them beautiful that they may the better serve human needs, it will give them art education—education into art for all the people by all the people.

The final condition for constructive work is, that it shall have such direction as to connect the worker with all of life, nature, and society as the sources of knowledge.

Fitness for community life asks that its individuals have knowledge to contribute to the general good. We have seen that the whole sum of human knowledge has been generalized into great bodies of facts. It is for the course of study to plan types of industries in the school which will direct the children toward this knowledge and give them the power of comprehending its meaning and its use.

Things made in the textile arts, for example, must be so closely

related to the necessities of the child's life that his interest in the things themselves, extending to the materials of which they are made, and the processes by which they were produced, directs him toward the facts which explain those materials and processes. Desire to fill completely the needs for which the fabrics are woven must lead him to consideration of the fabrics and fibers. It should move him to study of qualities; of causes for success and failure in culture. He must feel the community so genuinely dependent upon the excellence of his work, that he willingly investigates processes; he invents; inquires into laws and forces to apply to the improvement of his art or craft. Thus he will become a self-propelled investigator in the field of science and a contributor to the sum of knowledge in applied science.

The materials used in these arts are so varied in their qualities and suggestiveness that they set the worker wandering thru all the world of nature in search of the meaning of their charm and color and design. His own experience in dyeing fabrics should lead him into delighted appreciation to the coloration of sky, water, flower, fruit, bird, and insect. These are but a few hints at the vital connections between nature (or the sciences) and work in the textile arts. It is sufficient, however, to indicate the closeness of relationship existing between *all forms of social occupations* and the natural sciences.

The course of study must establish these relationships in school thru organic correlation of subject-matter.

The facts of science should come into the child's life as they came into the life of the race, that is, when needed for immediate use. Not by the page, by the book, nor by the subject, but principle by principle, as it can be applied to daily life. To illustrate, let knowledge of physics come to him as he constructs looms, runs the sewing machine by steam, or rings the door-bell by electricity. Let him learn chemistry in dyeing, in cooking, in testing of building materials; botany and meteorology in his garden.

As to the correctness of the pedagogical method involved in this we may be sure. If the facts of science are to have value and force to a student's mind they must fit the problems of his individual life. They cannot be brought to him as possible helps for the future. They must be sought by him as necessary to the movement of his work and play.

Knowledge gained in this way will have clearness and mean-

ing. It will be full and vital because life itself is greater than any school and more potent than any text-books. Under such a plan history will be to the child the story of how other people have done work like that which he is doing. Interest in his own building, weaving, and cooking will give him interest in the building, weaving, and cooking done by people of all times. If, while weaving a rug, he reads the story of man's struggle for clothing from the beginning, he learns to see in that struggle a great part of the history of man. And he is able to interpret that history, because *in his own person, thru the work of his own hands*, he has partaken of the experience of the race. Struggle with the world's work, however elementary, puts a human being into intelligent relationship with all the workers of the world, past and present, giving him insight into history and sociology which, reinforced by observation and study, is scholarship of social value.

Contact with materials of all kinds, study of qualities, interest in work and workers, build up in the child's mind great images of the earth and its products. Tracing the course of silk from China or Italy, woods from the tropics, metals from Siberia or the Rockies, dyes from the Mediterranean or the depths of the coal bed, the child learns to picture the earth as the rich source of materials, the background of man's life, the scene of his activities. Geography becomes the science which explains to him much of man's history, his work and civilization.

So the subject-matter of the sciences, history, sociology, and geography correlate with not only one art, but all forms of *social occupation*, and on such a basis should they have their place in the curriculum.

To recapitulate, the new ideal of education demands the reconstruction of the course of study. It makes social occupations the center of correlation. About these occupations it groups all sciences, mathematics, geography, history, literature, and language as helps to the child's better understanding of this work and its relation to life.

Handwork, which is a large part of these occupations, must fill four conditions. (1) Everything made in the school shall have distinct social value. (2) The child in making any object must appreciate the social need which that object is to fill, thus rendering willing and intelligent service. (3) The handwork must be so varied as to call into activity all the faculties of the children.

(4) It must be correlated with such studies in the sciences, history, geography, mathematics, as will give the children increasing knowledge of the work they are doing and a growing insight into its scientific and social significance.

Teachers of handwork, in conjunction with grade teachers, can do most to bring about this reconstruction by establishing the different forms of handwork as social occupations and bringing all the subjects into relation with them. The most radical change involved in the reforming of the course of study will be the correlation of the sciences, mathematics, history, sociology, literature, and the languages with the school occupations. To accomplish this, expert knowledge in different branches of subject-matter must be called into consultation. When with its aid the school shall be a center of productive social activities leading outward to all sources of knowledge, we shall have an education worthy of our ideal.

In such a life our children will be happy coöperators in the work of the world. Its occupations will unite them in the brotherhood of community interest, take them closer to all workers and builders past and present, and direct them toward nature as the source of all knowledge and good.

When thru the coördinated working of mind and body the children of men have learned to help each other in making the earth a garden; in building cities which shall be the beautiful dwelling places of men; when they have become generous and skilled in fitly clothing all of the children of the race, the world will have a great, new art. One product of that art will be the beauty added to the external world of man's building; the other will be the greater beauty wrought in the spirit of the builders, wrought into the quality of human life itself, and surely that is the end of all construction.

'Tis always morning somewhere, and above
The awakening continents from shore to shore,
Somewhere, the birds are singing evermore.

—*Longfellow.*

"All my good is magnetic, and I educate not by lessons, but by going about my business."—*Plato.*

A PESTALOZZI-FROEBEL HAUS AUTUMN PROGRAM.

ELIZABETH J. GREY, MILWAUKEE.

WILLIAM ORDWAY PARTRIDGE, in his "Art for America," once said: "We must change our attitude toward the common children. . . . We are to teach these children, or rather to show them, the ways by which they are to make this world spiritually, as well as materially, their own; we are to be practical, but greatly, not meagerly, so."

These words would serve as a motto, well lived up to in that "mother house of kindergartners" in Berlin, Germany—the Pestalozzi-Froebel Haus.

As an illustration of how they are there endeavoring, thru the most common, practical, everyday things of life, to lead the children to feel the higher, the beautiful, the spiritual, let us take a brief glance at their "Monatsgegenstände," as they call it, or "monthly subject," so designated for want of a more fitting name.

As we enter this great institution, where are gathered together, six days in the week, more than one hundred little children, most of whom come from the poorest, humblest homes in Berlin, we are impressed immediately with the beautiful family and home spirit pervading the entire place, and we feel that this is indeed, to many of the little ones, a veritable Kingdom of Heaven upon Earth.

In keeping with the characteristics of the German people, the work in this home is of a most severely practical nature. During the year certain subjects are selected, each one of which is made the nucleus or center of thought for about one month at a time. One October the enticing subject, "die Kartoffel" (the potato), was the chosen one, and thru the days of October, and almost into December, the little ones were busy and happy, unconsciously, thru this homely, common object, having their very souls lifted to higher levels. And how? Many of the results are such as lie deeply hidden, and such as perhaps no one can ever discover or fathom, but the influence, tho a silent one, will be felt, and in some way do its little part toward the molding of each life into a more perfect and happier being.

One bright day, early in the month, the children were taken on the train, teachers and all riding "Dritte Klasse" (third class), to the country, where, after a short walk, we arrived at a large potato field; and soon the farmers' wives had handed over their tools to the troop of little boys and girls, many of whom were having their first glimpse of God's world outside of those city streets, walled in by the long rows of high, straight buildings; and breathing for the first time the pure country air. It was a delightful sight to see the happy, radiant, surprised faces of that little flock, who were discovering for themselves the curious growth of the potato—the sort of labor required of man necessary to the healthy development of the plant, to say nothing of the deeper and more hidden truths suggested in the great book of nature which lay before them. Eagerly they gathered together the longest and most fruitful vines to carry back to Frau Richter and to use for future work, as they had done before with the plum.

The bright little blue cornflowers and dainty yellow daisies adding beauty to this otherwise rather barren and somber looking field, did not escape the wide-open eyes, and loving gifts were presented to the "Tanten" who joined in the happy excursion. With gratitude expressed toward the good farmers' wives, and well laden with their treasures, the merry company retraced their steps, the bright autumn leaves which covered the ground looking all the brighter and more tempting for the beauty which the past hour had revealed.

But this was only the charming beginning of the many experiences to follow. The next day the cellar was carefully cleaned by the children, ready for a proper reception of their "Kartoffeln," which already meant so much more to them. Little wagons were brought, children were converted into horses and drivers, and away they sped to the nearest vegetable shop, where purchases were made and real money used in exchange for loads of potatoes, which were quickly stowed away in their cellar receptacles, there to await the time when they should be again brought forth, neatly scrubbed, pared, and prepared into a wholesome broth, all by the children, for their little companions whose mothers were busily employed during the day, washing and working for others.

The potato had by this time assumed new forms to the eager little minds, and was no longer the unattractive potato, but had taken upon itself almost human interest. Lucky then the ones

which, on drawing day, were culled out and set up as models, when the room became an art studio and the potato models each a little Venus or Apollo. And who knows what mysteries were unraveled to the inquiring little minds when the long, tangled roots, with their tuberous fruits, were carefully copied on slate or paper? And who can tell what sort of a picture the imagination of each little child created, when the fanciful story was told of the "Kartoffel Puppe," or "Potato Doll?" But when the *real* potato, with the little one attached, was converted into a "really and truly" "doll, with real clothes and dresses and true German hood, was there ever a doll of bisque, with genuine curly hair, and eyes that opened and closed, more tenderly loved?

Many were the busy days in which bottles were cleaned with the potato parings or dinner made to cook more rapidly with the same article as fuel. Starch was made from the grated potato. The doll clothes belonging to the tiniest ones in the kindergarten were washed by the older children, starched and hung up to dry; then smoothly ironed and laid away in careful order, after the fashion of the German Hausfrau.

And at last, when Christmas time came, behold! the potato is again a ready servant, for, see, the fairy touch has converted it into clear, smooth paste, which helps in the making of many a gift for the dear ones at home.

But even this is not all, for think of the living story which will be revealed next spring in the little garden down in the court below, when from the ugly bit of potato, planted in the dark earth by the children, shall spring forth a green, living plant! What will such a story teach? Suggestions of truths which none of us can fully understand.

If we could follow one of those little lives from this great home on Steinmetz Strassé to perhaps the dark little home with father and mother, where a ray of sunshine seldom enters, do you not think we would find it the cheerier for the sweet songs now heard there—songs of Carl Reinecke, Mozart, and Beethoven, for only the best are given in that kindergarten home; and we would find this humble abode brighter and happier for all that has come to this tender mind to awaken it to a better and higher knowledge of its surroundings and its own self.

We would then certainly feel more strongly the force of another statement of Mr. Partridge's, when he says:

"The artistic world is rejoicing over the discovery in Greece of some beautiful fragments of sculpture, hidden far beneath the débris of centuries; shall we not rejoice more richly when we are able to dig down beneath the uncouth surface of the commonest child that comes to us from our great cities, and discover and develop that faculty in him which is to make him fit to live in sobriety and usefulness with his fellow-men? Seeking for these qualities in the child, we shall best conserve, as is done in physical nature, the highest type, until we have raised all human life to a higher level. Then shall we have heaven in our midst."

CHILDREN are God's apostles, day by day, sent forth to preach of love and hope and peace.—*Lowell*.

Industry is to the home what the tent pole is to the tent, what the walls are to the house. To the poor man, industry alone makes a home possible. Within his home, a hive of busy activity, every member of the family except the very youngest should bear a share of the duties. Work for his home will make a child love his home. It will make him see that labor and painstaking keep the home going. He begins to think of future needs and how they are to be supplied. Action has been called "coarsened thought." Work done first in thought becomes easy to the hand. Diligence in business requires this forethought and planning. It was by reason of his diligence, Franklin says, that he stood before kings. And he did stand before five kings. Work has a spirit, it is the spirit of the man who does it. It is hopeful, thorough, grudging, or careless according to the spirit of the laborer. Industry builds the sheltering walls of the home, but education puts in the windows, through which light, color, glory—all beautiful things—stream into the soul. Too old for systematic study themselves, parents can second the work of teachers, and give children that capital of life-power which is bound up in education, and which will yield compound interest through life. Parents maintain a home largely for the sake of child training. This aim should be kept constantly and clearly before the mind or ignorance will doom the children.—*Mary C. Gates in Southern Workman*.

WORK AND PLAY IN THE PRIMARY AND GRAMMAR GRADES.*

CHARLOTTE M. POWE, COLUMBIA, S. C.

I WATCHED a young mocking-bird on its first descent from the nest. It repeatedly stretched its wings and fanned the air, then hopped briskly for some yards. This it continued for some time, until, wearied with the exertion, it sought the low branches of a shrub, where it sat resting and being fed by the mother-bird. A dog after a long hunt spends the rest of the day in sleeping off his fatigue. After reading steadily for some time the boy throws down his book and has a romp with his brother or a run with his dog. The young business man leaves his office after a hard day's work, and seeks recreation in a social evening with friends. Thru all nature runs the rhythmic arsis and thesis of rest and recuperation, work and play, each setting off the other, each necessary to the other. Even the plants leave, blossom and make fruit, then lie dormant until the season for fruit making recurs. This rhythmic balance is natural to physical and mental life, and if the play in either is thwarted or unduly emphasized the harmony will be destroyed, and the result will be physical or mental weakness, perhaps deformity.

The child-trainer, then, must yield to this natural law and take it into account in the development of her pupils. But how? By a careful study of each child to determine, (1) the kinds of work and play necessary to his growth; (2) the amount of work and play to which he has been accustomed; (3) when and where to make him work, make him play, allow work and allow play. Each individual must be treated according to his needs. The farmer's lad of nine, whose life has been one of labor and whose almost only companions have been his hard-worked parents, who makes mature comments on the animals in *Æsop's Fables*, but in whose mind *Mother Goose* awakes no glimmer of response, needs much tactful coercion in the matter of play. Quite different the treatment of the street-urchin in the same class, who has played games of all kinds and whose mind revolts from the drudgery of learning to read. These, however, are extreme. The average very young

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child makes no conscious effort for growth. Most of his physical and mental expansion is thru the medium of spontaneous play. In the kindergarten this natural, spontaneous play spirit is made use of in the training of the child. On entering the primary school he must learn to work with a conscious effort after thought-getting. Frequent periods of recuperation are necessary, and it is often possible to introduce the play element into his work, as the work element was brought into his play while in the kindergarten. Above the primary grades, where the work requires more application and time, the play is represented by such employment as gives æsthetic pleasure as well as by the recess period of physical relaxation.

As a child advances in years he becomes taller, and by reason of constant employment attains to quite a "lump of muscle." He stores up for himself knowledge which he can call his own, which he can use as he pleases. There are words, dates, facts, his to keep. All this is the result of his work, but not the only result. The very use of the muscles makes them more powerful and capable of doing harder things after each effort. Every effort also of the mind makes it more powerful and capable of more difficult performances. This power is one of the chief results of work. No one, however hard he works, can develop muscle or faculty power for another. Each must do his own work. Work, then, makes for the cultivation of the individual life. Play is the balance. In it we want companions. We learn to know others, to see their weaknesses, appreciate their suffering, admire their strength, and emulate their example. We enjoy intercourse with them and in turn strive to make ourselves agreeable to them. The individual is merged into the social being, and we have gained in sympathy and social adaptiveness.

Some work is a necessity. The physical man needs sustenance, and food must be obtained or the body will die. The intellect as well weakens if it does not have its proper food and exercise. He who lives must work; he who grows physically and intellectually must work. In the same way there is a strenuous "must" phase of play. After work, recuperation is a necessity, or body and mind are soon incapable of further work. So this phase of play—eating, resting, sleeping—is just as essential as food-getting; and a neglect of either would result in deterioration and, ultimately, in the extinction of the individual and so of the race.

But all of life is not made up of the strenuous "must." When the problem of the means of existence has been solved, the mind and body have acquired a habit of work and play so that the exercise of each is a pleasure, a gratifying, purifying, and enlarging of individual tastes and inclinations. One's work, for instance, may be along the lines of scientific research, and play the gratification of the æsthetic nature. In this state, instead of working and playing to preserve life from extinction, the individual lives for the satisfying pleasure given by his work and play. He stands out among his fellows as unique. He works to make the work of others as easy as may be, and in his play he becomes able to express for himself and others what the lack of skill and cultivation makes it impossible for those others to express. The necessary work and play then tend to the preservation of life, and the expressive work and play make for individuality and talent.

The very young child is little more than an animal, and his actions are instinctive merely. Little by little his mind awakens with the growth of his body, and he gradually learns to know, recognize, and judge of his environment. Most of his knowledge, as before stated, is gained thru the play instinct, and thru this medium he can best be trained. Instinct has already taught him the necessity of nourishment, and in his games he gains the necessary exercise. He is at first a law unto himself, self-centered, not recognizing the rights of others. Thru games his social nature must be developed. The organized game of the kindergarten teaches him to recognize the rights of others, teaches him sympathy with them and for the dumb animals, and the necessity of law and order. When he has learned these things his games are a pure delight. He plays because he can do it well, because he loves it and his companions, and the first required play has become the more æsthetic expressive play. Now is the time to develop his individual mind, to teach him to work. Along with and thru this spontaneous play he may be taught to reason and to make research for himself; to discern and admire in others high characteristics, and to wish to emulate them. At this stage the thoughtful teacher will at first divide her attention equally between the play and work, and hereafter gradually emphasize the work until the child's developed mind recognizes that he must work or he will sink into the desuetude abhorrent to awakened thought. The strenuous work, the expressive work, and the strenuous and the expressive

play continue as elements in man's life until the day of his death; but the logical order of their emphasis in the development of the child seemed to be in this wise: essential play, expressive play, expressive work, essential work.

It is not only necessary for the child-trainer to recognize the existence of these elements, and the order in which they must receive the predominance of attention, but he must also recognize that they are ever present, and that the neglect of one day may retard the proper growth of mind and body. For instance, at the time when a habit of work is being formed it is indispensable that exercise, nourishment, and rest should be taken at regular times of necessary lengths. If this is neglected the body becomes sickly and the mind is worn out from overwork. Conversely, if during the age when the observance of exercise, rest, games, etc., is most necessary some individual mental work is not required, the result will be a sickly mind and an overdeveloped animalism. So it is seen that a proper distribution of work and play is indispensable to the best hygienic development of mind and body.

Such are the problems with which every teacher is met. Some children have had certain kind of training, others another. Each one calls for a different sort of management and must be assigned a course of study which will strengthen his weaknesses and tend to his natural growth. Here is a child, spontaneous, simple, sincere, it may be, but whose animal spirits are as yet ungoverned; he needs much help in solving problems which require consecutive reasoning, and he lacks the ability to use what knowledge he has. Such a child has evidently learned much of the "law of the jungle" in his play, has had his social side well developed. He needs predominantly to form habits; to be taught to work. He wants the reasoning power which a knowledge of number gives; the proper use of words in language; the study in stories, of incidents and lives as a unit, showing cause and effect; a study of nature and the results of breaking her laws. The work given this child must be the primary studies in number, reading, language, relations of things in size, direction and distance, deeds of great men, many maxims and memory gems. Much of the work of this department, especially of the first year, is expressive work nearly akin to play; and the little conscious work demands recreation in singing, physical culture, and class recitations, as well as the care-free play period. There are other children evincing the same

traits in varying degrees of strength. These belong to the same department. Their knowledge and faculty power in relation to the amount of recuperation needed must determine the extent to which these primary studies may be taught—in other words, determine the grade. These years of primary work are essentially habit-forming years.

Another boy presents himself who attained good habits of study and other things to be learned in what we have termed the primary grades. But he can reason only in the simple relations of numbers; a study of arithmetic will help this. He needs to know the problems of life and character; so we give him a knowledge of typical people in history and literature. He wants a working knowledge of his own language—grammar. He must study more closely cause and effect—the influence of the environment and racial peculiarities of men—which a knowledge of geography will supply. This is the age in which habit becomes conscious duty, and work begins to take on the aspect of the necessary.

The artistic in music, literature, drawing, etc., is becoming a delight to the student. In organized games, baseball, basket ball, class drills, etc., he finds vent for his natural animal spirits, and learns how to organize, to lead, to live in both unison and friendly competition with his fellows. The grading, therefore, of a pupil will depend on the work which he has done and is able to do in relation to the amount of play necessary. In the first year of the primary school, work should hold sway about equally with play. During each succeeding year work should become a more conscious effort with a gradually growing distinctness of separation from the play, until in the grammar grades the strenuous work finds its true, dominant place.

Upon the work and play instincts depend not only the course of study and gradation of the pupil, but the success or otherwise of the methods of a teacher. In the primary grades, for instance, language and reading may be taught in social conversational style. This is one reason why I prefer the sentence and word methods in teaching reading to the old alphabetic method which necessitates too much of the unimaginative "must" work; inadvisable, in my opinion, at this stage. In number lessons the objective method puts objects, by which the children are to learn relations of numbers, into their hands almost as if they were toys, and the practical application of the use of numbers is made in examples which

cultivate the imagination as well as the reasoning powers. The work and play aspect gives also an argument for the predominance of concrete number work during the first two years of primary work.

In the grammar grades the mind recognizes work as work, and the teacher of modern methods leads her pupils to make their own rules in arithmetic. In history they must not only memorize facts but be made to see the relation of an event to preceding ones, to read the signs of present times, and to prophesy of the future. In literature they are led by the teacher to make character-analysis and criticism, and (and in this is the expressive play evinced) to take pleasure in finding ethical beauty and following moral purposes.

An original teacher is one who appreciates the proper relations of work and play and is quick in adapting herself to them. Many are her devices, all born of this appreciation. Here is such a teacher of primary work. Her class has just completed a short, brisk lesson in number and is mentally tired. In another moment nature will assert itself in a wriggle, mayhap a fisticuff. Before this can happen she makes use of the instinct of recuperation and calls for a song or some physical exercise. The next lesson is one in phonics. She writes a letter on the board, say "f," and catches the attention of the class by likening the sound it represents to that of an engine letting off steam. In delight they make the sound and are easily taught the position of the vocal organs. After a recess period her children come into the room with excited animal spirits running high. They are soon quieted by the telling of a story which must be reproduced. So every instinct is directed into proper channels, every irregularity, forethought, anticipated and provided against, and the result is a well-disciplined class. The same principle holds true in the management of the older children. Play and work indulged in along the lines of law and order, each in its proper place, time, and duration, result in good discipline.

Again, in many cases, if a child inclined to be unruly finds that his teacher can play well he is often willing to submit to her authority in the matter of work. There came once into one of my classes a girl who was restless, meddlesome, inclined to think me a natural enemy. I invited her to a spin on our wheels, we exchanged duplicate foreign stamps, and played tennis together.

Gradually she felt my interest in her and respected it. I now think of her as one of the best pupils I ever had. A high-toned young Harvard graduate accepted a position as teacher in a school in which I taught. He was well made but small, and some of the larger boys who had won the epithet of "bad fellows" were inclined to regard him with contempt. Soon he had organized his class into a baseball club and was training them to play according to the methods of the Harvard diamonds. Before the end of the year the "tone" of his class was unimpeachable, and his pupils were as good workers, and players too, as any in the school.

Thus I contend that the proper relation of "work and play" in determining the course of study, gradation, method, device and discipline, is an all-important question; a question the correct solution of which will make for the highest development of manhood in our pupils.

"WHAT HA' YE DONE?"

And they came to the gate within the wall, where Peter holds the
keys,

"Stand up, stand up now, Tomlinson, and answer loud and high
The good that ye did for the sake of men or ever ye came to die—
The good that ye did for the sake of men in little earth so lone!"
And the naked soul of Tomlinson grew white as a rain-washed
bone.

"This I have read in a book," he said, "and that was told to me.
And this I have thought that another man thought of a prince in
Muscovy"—

And Peter twirled the jangling keys in weariness and wrath.

"Ye have *read*, ye have *heard*, ye have *thought*," he said, "and the
tale is yet to run:

By the worth of the body that once ye had, give answer—what ha'
ye *done*?"

.. —Rudyard Kipling.

THE SPECTATOR CAPITULATES AT THE SEWARD PARK (N. Y.) PLAYGROUND.

S EWARD PARK! Visions of grassy swards, beautiful trees, shady nooks, conventional walks and benches occupied too frequently by lounging men, flash into the mind at sound of the euphonious name. But the name belies the fact, for in Seward Park neither spear of grass nor lounging tramp is to be found. Instead, all is activity, lively motion, or attentive observation and patient waiting in a child's playground, a playground in New York's most crowded quarter.

Our first visit chanced to be upon a Saturday. We had forgotten that this was entirely a Polish-Jewish neighborhood, and hence did not at first understand the general subdued spirit of order and quiet that prevailed. The Sabbath of this law-abiding people is still celebrated in obedience to the dictum so long ago proclaimed. But because it was a day of rest, that did not mean that it must be necessarily a day of unnatural restraint. Thoughts of business were closed from the mind with the closed doors, but the clean and pretty dresses, tidily braided hair, bright ribbons of the people, and the streets free from traffic, showed that a festival day was celebrated.

In Seward Park the swings were oscillating as if the secret of perpetual motion had been discovered. See-saws, too, were in active operation, tho confined to the use of boys only. Why this discrimination exists we have not yet learned. Vertical, horizontal, and oblique lines and planes were represented by ladders. Upon these the boys and youths of the neighborhood could exercise every muscle of the exercise-demanding body, and here the descent and ascent of man was frequently enacted. Indeed, the gymnastic outfit was most complete, including punching-bags, parallel bars, running track, etc.

Once a week a good band entertains those who, either by disposition or the advance of years, are disinclined to bodily activity.

The unique feature of this playground is the pigeon-house. Pigeons, rabbits, a rooster and hens, once shared this inclosure; but as the rooster would not dwell in amity with the rabbits, the fowl were removed. The pigeons continue to be a source of

pleasure to big folks and little. Their entrances and exits from the different dove-cotes are eagerly watched by boys and girls sitting mouse-still. Each movement in flying, perching, and walking is closely, quietly observed. Anyone who has noted the crowded bench, and the attentive children who fill it, will feel that such an acquisition is henceforth indispensable to a playground in a crowded city.

Having made the rounds of the playground on this quiet, Jewish Sabbath, we entered the magic space reserved for the kindergarten games and occupations. These are held upon a large platform, separated by a circular picket fence from the world outside. A large awning gives the needed protection from surplus light and heat. The kindergartner in charge is a graduate of the Merington school in New York. She, one policeman, and the janitor, are now the sole caretakers for the playground. Three or four times a day she has a game circle, and several times gives occupation work in raffia, paper-work, etc. One very pretty thing originated by her is a flower made of worsted, woven over a cardboard frame. When we were present she had eighty-one children of varying ages and sizes on her large circle. Our kindergarten readers will readily realize the difficulties with which this teacher had to contend, when informed that the circle was held in the open air, tho on a raised and shaded platform. The children were of ages ranging from two to twelve, for if some of the little ones could not come without the baby, baby was brought. The paling was surrounded, three deep, with quiet but intent spectators, largely men. Despite these drawbacks, the kindergartner held her children together, and all seemed happy, and certainly gained much in being thus led and directed by a trained teacher who had ideals. But a situation in which there are so many children to one teacher is particularly discouraging for the conscientious kindergartner, for despite her best efforts she sees herself continually falling far short of her desires and aspirations. Tho the children certainly enjoy the games, and, as said above, derive benefit from such sympathetic guidance, it is impossible to attend to the individual needs of individual children, and the games necessarily lack the spontaneity, freedom, and self-activity that would be possible if there were more helpers. With a few assistants most admirable results could be developed from the fine beginning already made. This, of course, immediately brings up the question whether it were

better to have fewer groups and more teachers to each one, or to have more playgrounds, and do less effective work in each. Surely, in course of time, it will be less difficult to find efficient assistants in this needed work.

The Seward Park playground is open all the year round. The kindergartner is there from 10 a. m. to 8 p. m. in summer, and for fewer hours in winter. As we studied the quiet men, women, and half-grown youths who watched so closely the kindergarten games, their semi-public exhibition acquired a new significance in our eyes. Here were eighty-one children led and happily controlled by one gentle, firm, but inexorable woman, who made herself subject to the same law to which she held them. What might this object lesson mean to parents whose system of government so often resolves itself into the rhythmic (?) alternation of a kiss and a blow, tho as a rule Jewish parents control their children with love and wisdom.

A change of game having been proposed, the teacher bent to draw a chalk circle upon the floor. A low murmur instantly went round the ring. The teacher was working on the Sabbath! But then—she was a Christian, and so might do what was not permitted the orthodox Jew. This may seem like splitting fine hairs, but seeing how obedient, often to the point of severe self-denial, even the very little children are when it comes to the matter of religious creed and deed, one must needs respect our Hebrew neighbors and their stern adherence to what they believe right.

When I went down Essex street toward the park a few days later, the scene presented to my astonished eyes was quite different. The several streets seemed like the aisles of a large, open-air department store. A more foreign picture could not well be imagined. Here was a push-cart with rolls of oilcloth for sale; next to it was one from which the Hausfrau could fill her basket with potatoes or cheese. Again, did you want fish? here adjoining was your opportunity. Another step, and you could buy material for your cool summer gown, or perhaps add to your supply of ribbons and laces, neckties or suspenders, melons or lemons, or inexpensive jewelry—the blue of turquoise being especially in evidence amidst all the other tones and colors presented to the passing gaze.

In the playground the swings and see-saws were still in operation, one set of the former being specially reserved for babies.

But, alas! Cinderella had lost her slipper, and her clean and pretty clothes were replaced by others less sightly. Her neat locks were disheveled and untidy, to remain so, perchance, until a new Sabbath should come.

But it is a happy thing to know that many agencies are at work to in time make all days as Sabbaths for all people in this respect. It took six years to bring round the old Sabbatical year of rest and renewal. And we know that all souls thru workaday years are developing toward their own Sabbath, tho all do not reach attainment in the same year. Hence our faith in these children's playgrounds which, little by little, help the soul thru happiness and self-activity to more quickly know and realize its best.

Ask the children's opinion of the relative merits of green lawns plus "keep off the grass" signs versus grassless ground and signs inviting to see-saws, parallel bars, and kindergarten circle, and the answer is easy to foresee. Let us hope the city fathers will be given the wisdom of the child when they come to cast their ballots upon this question. Grassy slopes and noble trees are grateful to eye and soul, but the shining eyes and healthful activities of an otherwise hampered childhood are a better product of a city's open areas. Is not, however, a compromise possible—a division of territory that will serve both purposes?

A suggestive story is that of a tired mother, thirty-seven years old, who had never been outside Chicago. "I never realized there were such trees and grass and bathing places," she exclaimed. "And I never imagined there were such people as you—doing all these kinds things for poor folks who have no claim on you." She actually believed she had discovered, in the citizens who supported Evanston Camp Good Will, an unfamiliar species of human beings. "I tell you," she said on the return trip to Chicago, "it has been a lesson to me and I'm going back to do all the little acts of kindness I can around my own neighborhood. "For," she added somewhat diffidently, "I'd like myself to be your kind of folks."

"Man by nature is a social being, and a child can no more be happy without the companionship of his equals than his father can. He needs the helps and inspiration that his own compeers can give him, and as he works and plays with them he learns to respect the rights of others, he learns to adjust himself to companions, to be patient and helpful. Children probably learn as many useful lessons from their child associates as from adults."—*Kate Spencer.*

A BLACK HILLS KINDERGARTEN.

HELEN GREGORY, LEAD, S. D.

ONE of the principal reasons that the best ideas of the best educators are not more generally practiced, is the lack of adequate funds which confronts most of us. There are, however, a few generous men and women who have such a deep conviction of the necessity of the best in education that they have expressed that conviction in the most generous terms. The kindergarten has always been fortunate in having such supporters, and none have been more liberal than Mrs. Phebe A. Hearst, who has made possible not only the Hearst Free Kindergarten in Lead, S. D., but the well-known kindergartens having her name in Washington, D. C., and San Francisco.

It may be interesting to read of the work which is being done in Mrs. Hearst's name among the children of the miners in Lead, S. D. This little mining camp of eight thousand souls, crowded upon the sides of a narrow gulch, has scarcely more playground for its swarm of little children than the thickly settled portions of our large cities. While the public schools are well equipped, they provide only for children over six years of age. Mrs. Hearst, who has a large interest in the Homestake Mine, the center of life in Lead, saw the need for a kindergarten here.

Last October a kindergartner was employed, the basement of one of the churches rented, material purchased, and the desired kindergarten became a reality.

Our children are of all nationalities, French, Germans, Swedes, Norwegians, Slavonians, Fins, Italians, and English, and one day we had a little Chinese girl, Kay Ting, to visit us; but all play "Soldier Boy" with an equal pride in the flag. One boy whose rags and dirty face were eloquent of his home, said during his second day, "Oh, Miss —, will every day be like this?"

So eagerly did the children come, that there were almost twice as many as one teacher could handle, altho there were two sessions daily, with thirty children in a class. The long "waiting list" was very significant. Here was an opportunity—given a dingy church basement adjoining a lot some 150 feet square, the prominent features of which were clay banks, bill-boards, an old,

dilapidated house, and a collection of tin cans, papers, and rubbish of all sorts; on the other hand, a generous woman and nearly two hundred little souls eager to begin to really live. It was resolved by the combination of these conditions to evolve a kindergarten which should be the joy and pride of the whole town.

To begin with, our church basement had possibilities, for as the church stands on the hillside, it is three stories high in the rear, and hence our basement is far from underground on three sides, and was already blessed with many windows and a sunny exposure. Furthermore, we were enabled to secure the exclusive use of it. Before the reopening of our kindergarten last April three more teachers were employed, a matron and a gardener. The rooms were renovated, the walls tinted in soft, harmonious colors, and furnished with a wide moulding to lessen the height. Two wide arches connected the large room and a smaller one, while a still smaller room was arranged for an office, committee room for the Mothers' Union, and so on. A toilet room with the best possible plumbing was put in. Wardrobes were built along the sides of the room about three and a half feet high, with no doors, but with separate compartments for each child's wraps. These wardrobes are an ornament to our rooms, as they break the wall spaces and give shelf room for pieces of pottery and other small bits of decoration which need place about a kindergarten room. Venetian blinds and dainty white sash curtains take the bare look from the large windows. Window boxes just outside bring our garden close, and when winter comes we have the shelves inside ready for them.

A very good Steinway grand piano gives an opportunity for some good music, not only for the children, but for their parents on some occasions. We have a few good pictures on our walls. Our rooms contain little of that doubtful decoration which I have heard designated by the skeptical as "kindergarten clap-trap." We have tried to have them simple but harmonious in all details and spotlessly clean.

Our cupboard room is ample and is supplied by corner closets built for our use. Our large room contains the tables from two younger classes, circle space, the piano, and sand table. The smaller room is the home of the connecting class. The office is furnished with a large and convenient desk, an office chair, and several easy-chairs, a bookcase, a couch, and a valuable cupboard

with a front that turns down, disclosing shelf space for dishes, chafing dish and condiments, so that lunch here on a rainy day is not without its attractions.

As the climate here enables us to keep the kindergarten open all summer, having two months vacation in the winter, we have the opportunity of doing a great deal of outdoor work. Fortunately the lot next door was available. The bill-boards, old house, and the rubbish were removed. The ground was terraced and graded with the natural slope toward the street in the rear. Several carloads of rich earth were hauled in from the valley and spread over the whole. Gravel walks were laid out and an iron fence put up in front, while a high board fence surrounds the rest of the lot. A circular porch large enough to accommodate our circle was built out from the door.

Some trees, vines, and bushes were planted, grass seed was sown, roses, sweet peas, nasturtiums, pansies, asters, verbenas, peonies, too, were put in. One corner was reserved for the wild flowers of the region. As kindergarten began in April, all these activities were watched and participated in by the children with great enthusiasm. We have a large vegetable garden which was made by the children. Here we planted lettuce, beets, radishes, turnips, carrots, and parsley. These vegetables have been as fine as any in the market and the children have taken them home with pride. Corn, oats, and millet were sown, too, and that part of our garden is as pretty as any.

We had such a warm, wet season that everything grew luxuriantly for this climate. The ground has been covered since the middle of June with a close green sward. The vines have quite covered the fence in several places. Our long row of sweet peas is a fragrant delight, while the nasturtiums flaunt their gay orange and yellow blossoms even over the top of the fence. And the pansies! we scarcely know what to do with them all. The children take the flowers home and we send them to the hospital, to the churches on Sunday, and still our kindergarten rooms are full of them.

What a delight for the children to watch the unfolding of these beautiful forms of nature! In every rosebud they may see the wonderful life history of all the plant world. Our trees are not large enough yet to attract the birds, but we hope to have many of them about when our hedge grows and our trees are large

enough to house them. In the meantime we hope next season to have a real Froebellian pigeon-house, and to raise a family of chickens, too. Now we have caterpillars, bees, wasps, dragon flies, and spiders for our friends. Can you imagine the breathless suspense with which we watch the beautiful white butterfly, as she dips her long, slender tongue into the honey cell of the lobelia?

Once we found a long, green caterpillar as big as my finger, with beautiful blue and yellow jewels on his back. We gave him a box and some fresh green leaves, and the next morning when we came back he was spinning a silky cocoon. Under the thin, fine mesh of threads he had already woven we could see his head moving back and forth, to and fro, making his nest thicker and warmer. As we passed the box containing his workshop around the circle of sixty children, an expression almost of awe was on each face, and it was so still that we could hear the soft rustle of the cocoon as he worked. Soon all was still, the cocoon turned brown, and we knew he had settled himself for his long nap. Some of the "furry old fellows" that we gently transferred to our wire netting box, and who went to sleep in their hairy beds, have already come out as queer little insects, almost wingless, which have laid their eggs on the old cocoons. Two beautiful black and white moths have stayed with us for several days.

We know of an immense hairy-legged spider, too, who has a beautiful web out by our hop vines. One day we saw her catch a grasshopper and deftly wind her threads about him until he was only a white wad. Then how swiftly Mrs. Spider ran along her silky rope to hide under the leaves.

Now that the late summer is here the seed houses are beginning to form. Our lettuce and radishes have gone to seed. The corn, which rarely matures in this altitude, has tasseled out and the oats are hanging by the tall stems. The violet's little three-room house has snapped its inmates far away, and we can already see signs of the preparation for Jack Frost's arrival. He comes early up here in the mountains. Soon we shall have to wrap our vines in straw, take in our window boxes, and cover our pansies. From our bed of red geraniums each one will have a slip to care for during the winter months. When at last winter is here, and all is covered with the white snow, it will be almost as much fun to slide down the terraces on our sleds as it was to roll down in the thick grass and clover all summer.

This is the first summer for our garden, but we have already had enough experience in it to know that it has enriched our work wonderfully. Of course for so large a yard we have had to have a gardener, but none the less the children have really lived thru the planting, seedtime, and harvest. A vast number of the processes of nature have become real to them. Do not think that our garden is just for ourselves. When we began to plan for it the doubting said that the older children would pull up our flowers and ruin our lawn. Altho the youth of the place are lawless, not a flower has been touched, for the whole neighborhood is proud of the "Kindergarten Park." The gate is always unlocked, and all are welcome to enjoy the beauties of the yard. It is situated just where it can be seen from the hillsides all around. Everyone who passes stops a moment to lean over the fence and admire, for it is an oasis. Often during the summer evenings the band has played on our porch. Next year we hope to have benches along the walks. We have planted only the most common flowers that anyone might grow with the proper care, and our garden has given an impetus to the improvement of yards all over town.

While there are those who are enthusiastic enough over our work to make possible such completely equipped schools we need not be discouraged. It is complete equipment that we need to open the eyes of school boards and taxpaying citizens to the fact that it pays to furnish teachers with adequate means and material to carry out their plans.

PRAYER.

Give me grace to fight like a soldier of Thine, without wrath and without fear. Give me to do my duty, but give the victory when thou pleasest. Let me live, if so thou wilt; let me die, if so thou wilt, only let me die in honor with thee. Let thy truth be victorious, if not now, yet when it shall please thee; and, oh, I pray, let no deed of mine delay its coming. Let my work fail if it be unto evil, but save my soul in truth. Amen.—*George Fox.*

NECESSARY ELEMENTS IN WORK AND PLAY AND SOME PRACTICAL CONSEQUENCES.*

C. GERALDINE O'GRADY, TEACHER'S COLLEGE, NEW YORK.

AS our subject today is rhythm, I shall attempt to discuss other necessary elements in work and play, such as activity, coöperation, and progression, only where they relate to it.

Activity is of course the condition of all work and play; but activity, either of live or inanimate things, cannot be maintained under the same form without cessation. It must either be recurrent, intermittent, alternating with what we call real or with other phases of itself, or must come to an end. If we want proofs of this recurrence and alternation of activity in all things, we have only to look at nature, to see in the seasons, in light and darkness, etc., in tides and trade winds, and many other natural manifestations of force, such an alternative movement as may be called rhythmic. Following, and sometimes growing out of, these are the changes in growth and decay, in birth and death thruout plant and animal life, as heat stimulates them, and its excess or lack checks or wastes their forces again; and at last we come to observe regular change and orderly arrangement of balance, even in the forms of plants and living creatures, and consequently in the movements depending on form. From the expansion and contraction of protozoa up to the flying of birds, and the walking, running, or dancing of men, this is so common that we rarely think of it except when some deformity, some lack of completeness in the form breaks the rhythm and makes irregular movements instead. Turning to the arts and productions of men, the cradle, the swing, the rocker, the bicycle, the sewing machine, everything indeed that has treadles; the steam engine, the printing press, the saw, the loom, even the rubbing of clothes on the washboard, have rhythmic movement and sound, and bear testimony to its necessity and naturalness, both in force and form. The form of our music and musical instruments, the sound and measure rhythms, and, still further, the contrast and comparison of ideas and the re-

*Address delivered at the joint session of Kindergarten Education and Child Study of the N. E. A. at Detroit, July, 1901.

current alternation of certain ideas in our poetry and literature, makes us wonder whether the intellect too is not built upon a law of rhythm, and it would puzzle us to say exactly how much of this is natural and how much artificial; how much of it is because we like and choose it and how much because it fits our natural ways of acting and physical makeup; how much because the balance of applied force and material acted upon can come out in no other way. Two of Dr. Bailey's interesting questions which were suggested as a basis for today's discussion are these:

Is there a necessary "must, have to" element in both work and play, and also a spontaneous (or may want to) element?

Should the "may want to" element predominate in the first years of childhood?

Surely the principle or law of rhythm in both form and force, if we took no other, proves that there is a "must, have to," or necessary element in both work and play, even if but the physical one. Any arm or leg movement, or even finger or tongue movement, must depend for its swiftness and strength, partly upon the length and proportion of parts in the body governing movement as with a pendulum, and also upon the force and good condition of the vital organs, e. g., the regularity of movement of the heart and lungs, and must be subject with them to the alternation of activity, without which no movement can continue. Again, the rhythm or regular alternation of breaking down and building up processes in the body, while variable, does result from the fact that activity of any kind maintained for a certain time requires a certain amount of rest and sleep; that a certain quantity of waste of tissue and nerve material necessitates a certain amount of nutrition for its repair, even tho we are not yet sure of the exact measure of either.

The same story is told in another way when we consider education for the one difficulty to which we are always trying to find the clue. It is the need of harmony between spontaneity and control, between personal rights and wishes and the good of the greatest number, or, in other words, the individual and the social whole. We have to find out how to balance taking in and giving out, doing what occurs to yourself, or what you do because of the pressure of others; in physiology and psychology we see it as the balance that is struck between heredity and environment, between what you as a human being possess, irrespective of your surround-

ings, and what you get from them—what you absorb and are nourished upon whether physical or psychical. Each child possesses from species, from race, from sex, from ancestral inheritance, such and so much endowment of body and limbs, sight and hearing, and other senses; such and so much activity and quickness or delicacy of brain; limited and influenced in such and such directions by certain other phases of natural endowment or lack of it; and in such other ways and degrees by the food, experiences, general stimuli and nutrition from environment, whether good or bad, and the complex result is apparent in all his work and play.

All this rhythm or balance of forces is to a great extent natural and inevitable. But the most important balance is that between work and play, and just here our power of selection for the children affects the matter. I will try to make the distinction between work and play, for we have grown to have a false idea of work as mere drudgery. I believe that play begins with activity for the sake of pure joy in it, as a kitten plays, or a little child moves its limbs and shouts for the mere joy in moving and shouting. Gradually some purpose; and the use of intelligence to guide it, creep in, but always joy in the activity remains the most prominent element. Play is its own end. The ideal of work seems to me just the opposite of this; it is the realization of a purpose, an end outside of the activity; it may be, and often is, accompanied by joy in the activity, even among adults. Such work we say is congenial. I believe children's work ought always to be accompanied by this joy in the activity; as in the case of a tiny child who, beginning parquetry pasting for the first time, said to me: "Oh, don't you wish Ralph was here to have this lovely fun." But the purpose is the end, not the activity. This is true work. It not only gives room for creativeness, but stimulates it, for if the accomplishment of a purpose is joined with joy in the activity, it is not burdensome; we put our whole self into it and try every means to do it better and better. This is what Ruskin meant when he said that no good work ever was done unless the person would choose to do it even apart from the living he earned by it. The earning is a consideration, but holds the second place. This is what I think Dr. Dewey means by saying that true interest lies in self-realization thru the accomplishment of a purpose, and the end being bound up with self-realization, any amount of effort, struggle, or difficulty will be acceptable for its achievement. This is what Froebel means when

he speaks of disciplining the hands and fingers by means of an activity wherein are blended body and soul, feeling and thought; where there is purpose, but also joy in activity. Now I admit that it is often difficult to distinguish this sort of work from play, especially such play as shows some purpose, with the activity as an end too. But it is different, as we see when we remember how short a time a child can hold a definite purpose, with activity for pure delight in it, and this alternation I believe is the type rhythm of work and play. The basis for its alternation is very simple. It is the length of time a child can healthily and happily hold to and carry out a purpose; of course this varies with his age, his growth in intelligence and concentration, and his range of power and choice among possible ends and activities. With an infant it is, perhaps, the alternation of a minute of effort with hours of unconscious, joyous movement, tho I have known of a child of two and a half years working for half an hour in an attempt to tie up a pinafore into a parcel with a piece of paper and a string. I believe the change of rhythm is simply the shortening of the periods of impulsive activity and lengthening of purposive effort periods, for I believe the conscious effort to an end is the difference between work and play. Some students of children and their ways protest against any work at all in childhood, and I am sure their notion proceeds from the false ideal of work as mere drudgery, of which I have spoken; for how could anyone urge that a child should make no effort and have no purpose that he was conscious of as a reason for effort? It is true that such a view has been attributed to the kindergartner, among others by Mr. Fitch in his lectures on teaching. But this is quite opposed to Froebel's urgency that we should never tell a child the whole of the answer to his question, and it will be of more value to him to find out one fourth of it by his own effort, than to know the whole from some one else. It has been foolishly claimed for the kindergarten occupations that they produce the virtue of patience, perseverance, industry, etc. The truth is merely that they furnish an opportunity for the practice of these, which is very valuable if rightly used. Any handwork would do this, but all handwork is not so much planned to provide for progressive effort, new occupations opening out of old ones, with results in pleasure as well. But it does seem to me, we cannot claim a real educational value for anything which does not train in intelligent and persistent effort, which

the small at first, if continued day by day may be applied to greater and greater things. That children can understand the value of this was shown by a group whom I heard say to their teacher, who expressed a doubt of her power to draw a picture they wanted: "But if you try very hard and think very well, you surely can, Miss H——." She had been in the habit of saying these words to them, and they made the new application. The practical consequences for all kindergartners of understanding the value of rhythm in activity should be simply the providing, not of effortless occupations, but of things to be done so short and simple, and each new step founded on previous ones, that the period of effort is but a few minutes at a time, followed by an equal or longer time of pure play with the material; for instance, with the plaything made during the few minutes of effort (examples from paper folding).

We might call coöperation another necessary element in both work and play; either between people or between the person acting and the material acted upon. Between child and child, child and teacher, teacher and parent, this coöperation must be frequent, and to be helpful must be what we may call rhythmic or alternative, both sharing in fair proportion. The impression and expression processes too in education must be rhythmic to some extent, or proportioned in their alternation. How much more practical is the alternative recitation than that where the class only repeat words, or the teacher alone lectures; and the kindergarten morning talk is perhaps the best example of coöperation. Now in all this we must recognize the real need of a certain amount of suggestion and direction from ourselves to the children, partly as a counterforce to harmful influences from other environments; but we must keep in view the danger of overdoing this, in other words, must preserve rhythm and balance. Every time we bring the social pressure to bear we act as the mouthpiece of the accumulated social knowledge and wisdom so far as we possess it, and it is right we should. As the old New England woman says, "You've got a crazy bone in your conscience if you're afraid to put a straw in the way of the stream; you've got to take the responsibility of not putting it." But in so doing we are using the "must, have to" element, no matter how much we think we are working on the lines of natural environment. Our tendency to repeat, and to require repetition of the child, is strong, as strong

as Nature's; we stereotype ideas, and then the child's effort is no longer in the direction of expressing natural feeling, but of exactness, and stereotyped activity is the mere degradation of work. Just here comes in, I think, the need for the "may want to" element to be recognized, the individual possibilities, even the caprice, arbitrariness, as a part of the spontaneity of each human being, not to be cultivated as caprice and arbitrariness, but to be given to others as a new possibility for them. This every child, every human being, must apply in some measure to whatever he does, whether in work or play; his amount of effort, experiment, resistance to the pressure of material and circumstances; the inward stimulus, the eagerness of curiosity unsatisfied, the same power over our own bodies or over material which makes us greedy for more exercise of it, may be seen in quite little children; the love of completing things which makes us struggle to carry out an idea, to finish what we begin, even against weariness or hunger; the sympathy or pleasure in sharing what others are doing; all these are, I think, "may want to" or variable elements to a greater extent than mere activity, necessary co-operation, or rhythmic movement. If, however, you notice their psychic character you will find that while not so apparently fundamental or primal these "may want to" elements are what have made for progress in the whole life of humanity, as of course the more psychic elements are the developments of progress; and if we lose sight of progress what becomes of education? In biologic development has not spontaneous variation been one of the great means of progress? And shall we not allow the necessity of a parallel element in education, whether in work or play? But if we believe in coöperation as an underlying need of all work, we shall not need to emphasize it each minute. The teacher does not find it necessary to alternate phrases of the multiplication table with the child, nor to read alternate words of his reading lesson. In the same way, if rhythm is truly an underlying law in all things we are not the only persons to whom it can ever be apparent, nor need we feel, as some kindergartners seem to, that every moment must be spent in carrying out rhythmic exercises which the children would not discover for themselves if we did not teach them. I want to plead for a sane, reasonable attitude toward the practical use of rhythms as well as other new ideas; the new books of suggestive musical rhythms are very helpful, but rather because of

the many different suggestions, some of which meet the needs of each child and each kindergarten, than because it is possible to use them all with a single group of children. A great deal of time is wasted in our children's education because teachers have not learned to use the principle of selection; have not learned that you cannot do or have everything in the world that is good, but only some possibilities in each line. Childhood is pre-eminently the time of trial and experiment of selection, by a slow, gradual process, of each one's powers and possibilities of body and mind. If we can only be patient enough to wait for these, and give a broad but simple and careful choice of exërcise for them.

I spent a morning recently in a kindergarten where one hour was occupied in rhythms of some kind, first in movements made to music and then in work jingles. Nearly all the movements were too complex to have been developed by the children, and most of them were step dances requiring small and complex detail and with changes requiring keen observation and perception. During the hour, not one was suggested or originated by the children. Our modern tendency to take up a new idea with such enthusiasm as to forget for the time that any other exists, was well satirized in a recent article in *Lippincott's Magazine*, called, "The American Fondness for New Movements." I think our young kindergartners need more to be told "How not to do it." I urge, therefore, that we spend more time in studying what already exists of rhythm in work and play than in devising new forms of it.

TEDDY'S QUERY.

ONE brother was tall and slim,
The other, chubby and short,—
Teddy sat looking at them one night,
Apparently lost in thought.

"Mamma," he asked at length,
"Which would you like the best?—
For me to grow north and south, like Tom,
Or like Willie, from east to west?"

—A. F. Caldwell, in *Youth's Companion*.

STUDY OF CHILDREN'S GAMES AS PLAYED IN CHICAGO'S CROWDED DISTRICTS.

GAMES OF THE GHETTO.

MARI RUEF HOFER.*

ALL thru this vast city from its purlieus to its parks, in the midst of its hurrying, motley throngs, in den or alley, on stairway, sidewalk or housetop, in quiet, sheltered spots of the better portions of the city, wherever meagerest space will permit, you find the indefatigable play-actor of the human race, the child, busy in his world of make-believe. Pitiful, indeed, is the case when this native propensity sinks into the dull and stupid state of playless existence. The incongruous situations from which he is obliged to construct his world of the imagination is pitiful, and again laughable. One of the favorite plays of a Clark street group was that of funeral, in which the rôle of honor was to ride in a white hearse with white feathers. The scene was faithfully copied in imitation of infant funerals previously taking place in the neighborhood.

From the salient lessons of the great school of the streets the city child gets his initiative. Now it is the patrol wagon, the street cars, the street arrest, or imitations of street traffic that is represented. The little girl's instinct for dolls flourishes here as in the boulevard home. A little maiden was observed sitting patiently beside her cobbling father, busy nursing the uncouth shoe of one of her father's customers in her apron, constructing a headgear for the heel, which served as head, out of a speck of a dirty handkerchief.

If one wishes to get a glimpse of future "citizenship" as judged from play life, here is rich and ample opportunity.

One of the chief features of the Chicago vacation schools, held during the weeks of July and August, was a study of the games and play life of the children of the neighborhood. The Washburne and Goldsmith schools, in which the vacation schools were held, are situated in the Jewish district, or so-called Ghetto of the West Side.

The following sanguinary version is a good type of the slum

*Miss Hofer has been for three successive years conductor of games and music in Chicago's vacation schools.

street game. It has all the dramatic qualities which fascinate the urchin of eight or ten:

Round apple, round apple,
 As round as can be;
 There stands poor Willy,
 And watches for me.
 He watches two times,
 By day and by night,
 And tries to steal poor Mary away.
 There comes her father,
 With a knife in his hand.
 "You give me my daughter,
 You give me my daughter,
 Or I'll kill you young man!
 "I cannot; I will not;
 I cannot, forgive!
 For Mary loves Willy and Willy loves her."

This is a circle and singing game. One child is chosen to stand in the middle; a second one represents the lover. The father enters and points the imaginary knife at the latter, while the dialog goes on. It all ends peaceably enough at the singing of the last line and then the drama begins over again.

The severe and unrelenting father seems to be a favorite theme in the literature of the street game. Here is one which has an unmistakable real life flavor, and is of undoubted twentieth century origin:

There's a beau in the parlor, a-ha, mamma,
 There's a beau in the parlor, a-ha, mamma,
 There's a beau in the parlor, but don't you tell pa,
 For I know he won't like it, a-ha, mamma.
 He bought me a gold ring, a-ha, mamma, etc.,
 He bought me a silk dress, a-ha, mamma, etc.,
 He took me out walking, a-ha, mamma, etc.

The plot thickens with,

We're going to be married, a-ha, mamma, etc.,
 The carriage is coming, a-ha, mamma, etc.

The climax is announced thus:

And now we are married, a-ha, mamma,
 And now we are married, a-ha, mamma,
 And now we are married and you may tell pa,
 For its none of his business, a-ha, mamma.

What is most surprising is to see the form and content of the old traditional singing game repeating itself, altho clothed in

modern garb, and made up entirely of up-to-date incidents. The tune to the above creation is "The Campbells are coming." Here we have then, in a Jewish neighborhood, this ultra-American situation sung to a Scotch air by children to whom, thru birth and environment, the whole experience is absolutely foreign.

One of the interesting observations made was the distinct tracing of the old folk game in the changed and corrupted modern form. "Rain, rain, rain," which is a great favorite with the children, can be distinctly traced:

Rain, rain, rain, how the wind blows high,
And the snow comes falling from the sky;
Mary, Mary, says she'll die,
For the fellow with the rosy eye.
She is handsome, she is pretty,
She is the pride of Chicago city,
She is the bride of the one, two, three,
Pray, then, tell me who he'll be.

(Choose a partner.)

Willie, Willie says he'll have her,
All the boys are fighting for her;
Let the girls say what they will,
Mary, Mary, will have him still.

The next is the old English version.

The wind, the wind, the wind blows high,
The rain comes pouring from the sky;
Miss So-and-So says she will die,
For the sake of an old man's eye.
She is handsome, she is pretty,
She is the lass of London city;
She goes courting, one, two, three,
Please to tell me who they be.
A. B. says he loves her,
All the boys are fighting for her,
Let the boys say what they will,
A. B. has got her still.

All thru the makeup of the games one feels reminiscences of the traditional favorites, "Sally Water," "King William was King James' son," and of the other marriage and courting games. The folk games relating to trades and industry, or dancing games, seem to have dropped out of use. The following game seems especially to come under this mongrel class, made up from many sources:

See what a pretty little girl I am;
 Many bottles of wine I have;
 Bottles of wine to make her shine,
 And I know what to please her.
 Down on this carpet she must kneel,
 Green as the grass grows in the field,
 Salute her now and kiss her sweet,
 Then you must rise upon your feet.

These last four lines will renew a juvenile throb in many an adult heart in memory of the blushing choice of youth.

The barest skeleton of an idea is sufficient to amuse them for hours. The following, with hardly enough of interest to hang together, was played day after day by a group of swarthy little youngsters, who congregated near West Twelfth street:

There comes a Mr. Robinson,
 Robinson, Robinson;
 There comes a Mr. Robinson,
 On a stormy night.

What have you come for,
 Come for, come for;
 What have you come for,
 On a stormy night?

I'm coming for my daughter,
 Daughter, daughter;
 I'm coming for my daughter
 On a stormy night.

Who is your daughter, etc.

The daughter is finally named and found, after several social complications have been revealed. The identity of the "Mr. Robinson" remains a mystery, but suggests a "local quality," and the undoubted derivation of many of the street games from popular songs of the day.

A favorite dancing game, modeled somewhat after the Virginia reel, runs as follows:

Forward and back, the little brass wagon,
 Forward and back, the little brass wagon,
 Forward and back, the little brass wagon,
 You're the one, my darling.

Up and down, the little brass wagon, etc.,
 You're the one, my darling.

Left hand swing the little brass wagon, etc.,
 You're the one, my darling.

Right hand swing the little brass wagon, etc.,
You're the one, my darling.

Both hands swing the little brass wagon, etc.,
You're the one, my darling.

Docedo (dos-a-dos), the little brass wagon, etc.,
You're the one, my darling.

It is danced by two rows standing opposite each other, as in the Virginia reel, partners advancing from the sides, dancing the figures up and down. What the "little brass wagon" has to do with the matter seems to be a needless inquiry when judged by the absorbing interest the children show in the game. This may be a possible reference to the fire engine, a familiar sight among them. This game is played in every neighborhood of the city.

For a conglomerate of irrelevancy and nonsense, the following contribution receives the highest award:

William Penn to Kenosha,
As he goes to Tennessee;
There he met his darling Mary
Standing by a willow tree.
Hold your tongue, my darling Mary,
I will marry, marry you;
I will buy you golden ear-rings,
I will buy you golden stones.

Look to the east, look to the west,
And choose the one that you love best.

A little investigation among another group of children brought the following to light:

William Penn he took a notion,
For to go to Tennessee, etc.

with the added dramatic quatrain:

Lord a-mercy! what have I done,
Married the father instead of the son;
His eyes are crooked and his legs are bent—
Get out, get out, you dirty old gent.

Scores of other games of like character form the substratum of the play experience of the children of the city streets. The naïve good faith, even solemnity with which these games are performed, the gusto with which they are sung, mangled and senseless tho they be, show their place in the child heart. Like life and environment, like game, may truly be said of all of them. Vulgar

associations and commonplace environment are faithfully reproduced. The pastoral and industrial interests of the older folk games have almost disappeared, in those of modern use, little more than the social and marriage type remaining. These are often corrupted, almost beyond recognition, thru lost or changed words. It is interesting to note some of the elements which have given the singing game abiding interest and place in child life. Among these are found the educational values of repetition, rhyme, rhythm, gesture, choosing, counting, the dramatic elements, the propensity for "acting out." There is no doubt that the "chanting" of these games make them extremely popular.

The reform instituted in the playgrounds, by putting games of a better kind in the place of the old ones, met with great success.

UP EROS, DOWN MARS.

BERTHA JOHNSTON.

I STOOD my ground before them,
 Tho they were two to one,
 And fearful was their onslaught bold
 As set the blood-red sun.

Oh, foes with movement sudden, swift,
 Oh, foes with wrathful eyes,
 Why not attack, if fight you must,
 One nearer your own size?

What think they as I turn away
 From their home in the apple tree,
 Those kingbirds twain, of a regal race,
 So spirited, fearless, free?

Do they boast, "We have routed our giant foe,
 And scared her quite away?"
 And, "How quickly she showed the white feather, dear,
 When I dashed into the fray?"

Ah, no, little bird of belligerent mien,
 It was not because *I feared*,
 But because *you loved*, that I left the field,
 When that doughty crest you reared.

"'Tis unmoral to be afraid,"* little bird,
 Tho the foe seem large or small,
 But when Love's in command we obey his demand,
 For Love doth conquer all.

*Quoted from Mascha Tolstoi by Dr. Alice B. Stockham.

CHICAGO VACATION SCHOOL KINDERGARTENS OF THE PAST SUMMER.

AT the close of the vacation school work this summer there were no children who could tell of a happier six weeks, than those spent by the little kindergartners in the Washburne School. As the home and doorstep sums up the child's life in this locality, we felt that the family and home life was closest to the child's interest, and upon that we based our plan of work.

Playhouses made from soap boxes (and shoe boxes for the babies) were furnished; the furniture made of spool boxes, spools, etc., and these were thoroly enjoyed and "lived in" by the children. It was something remarkable the way these children entered into the spirit of playing house, how real it was to them and the originality they displayed. Children as a rule play house and love it, but with these children there was a different spirit from the ordinary play. The home life is such a strong characteristic in the feeling of the Jews, that this partly accounts for it in the children; for these children are not naturally enthusiastic, and lack the spontaneity of natural childhood. The Jewish people of the Ghetto take life seriously, and it is reflected in the faces of their children. The mothers love their children, and are kind in their manner toward them, but they have little time to give, and the children must take care of themselves, which gives them an air of independence noticeable among the very youngest. The story-telling falls to the older brother or sister, and the care and affection they show to the little ones is beautiful. On the streets the big boys will rush up to the kindergarten children and show the greatest interest in what they have made or what they have done during the morning. Or, perhaps, on returning from an excursion, they are all there waiting to help them out of the bus and plying the little ones with questions about their trip.

These excursions were always a source of great delight, and there were no happier children than ours when they started off with their sunbonnets made by themselves, and worn by the boys as well as girls. Our excursion to Lincoln Park was perhaps the most enjoyable one, as the animals pleased the children more than

all the grass, trees, and beautiful flowers we saw on the way. They called the reindeer "raindrops," the tigers "pussy cats"; all unknown animals were cows, but everyone knew the old elephant.

These children, as has been said before, are not enthusiastic, and there was no shouting or hilarity on our trips that would naturally be expected from children. They simply sat still, "took it all in," and occasionally would sing, but many went to sleep on the "home stretch," no matter how short a trip we planned.

The songs and games were simple, so that they could readily be learned, and in a measure supplant their own street games, which were far from elevating. The good, old-fashioned folk-games, taken from Miss Mari Hofer's game-book, were especially popular and helpful, and will not be forgotten by the children I am sure.

The visits to the homes of the children were perhaps the most helpful and beneficial of all our work, for it brought us in touch with the mothers and in closer sympathy with our children. A visit to one of these homes made us appreciate the effort made to send these children well-appearing to school. So that when one might feel like criticising the surface cleaning, we had only to remember the home they came from and praise the effort made, rather than blame for the result; for as in all such localities these people of large families are crowded into two or three rooms, with little or no conveniences or means of keeping clean.

We were received with kindness and hospitality everywhere, no matter how busy the mothers were, and all were sincere in telling of their appreciation of what was being done for their children. Many of the mothers were daily visitors to us, and always brought the baby to see, even if they only came for a few minutes. One of the fathers spent the whole morning with us one day. He had two children in the kindergarten and brought two younger ones still to visit. He could not speak English, but his expression plainly showed his love for the children and his interest in the work.

The milk and crackers which we had daily for lunch meant a great deal to the children. After one or two days there were better manners, less selfishness, and a willingness to share with one another.

While vacation school work is beneficial anywhere, it is especially helpful to this locality; for the people of the Ghetto are a

class that help themselves, and are trying to live up to the ideals they have. We seldom hear of a father out of work here, there is little intoxication, and their love for religion, home, and family makes them a pleasant class to work with; so that if we can do anything to help them to higher ideals by opening up another side of life, we will have accomplished a desired end. Surely the six weeks of beautiful songs, trips to the parks and country, and the general good spirit, will not soon be forgotten, but stay by them until another summer.

KATHERINE M. GUEST.

ANOTHER VIEW OF A VACATION SCHOOL KINDERGARTEN.

The kindergarten has always had a place in the vacation school, and has always been counted an essential factor in the organization of the summer work.

Each of the higher departments finds its small beginnings in the kindergarten, where the experiences of the child's environment are simplified and brought to him in such a way that he may learn to properly respond to the stimuli which his everyday life affords. This thought formed the basis of our plan of work, and in so far, did not differ essentially from the regular school work.

During the short period of six weeks, however, we could only touch upon the fundamental activities of the home, such as cooking, cleaning, and sewing, and in a most general way show the relation of the home to the community thru these activities.

We only considered such characteristic and familiar relationships as we were able to supplement by real experiences on the child's part. Many of these first-hand experiences were carried on in the kindergarten, while others were met with on the weekly trips to the parks.

It is the happiest and best time of all, when, instead of rolling on sidewalks, the children jump and romp on the green grass, tumble in the sand and splash in the water. And what fun the next day to re-live these experiences, and in play, board the street cars, eat our luncheons, pick the clovers, and finally return home almost as full of joy as on the previous day.

One of the happiest excursions our children had grew out of the universal need of food and the source of its supply. We took the children out into a real garden that had been planted and cared for by one of the public school kindergartens. Here, indeed, was a new experience for these little people of the Ghetto,

but closely enough connected with their own lives to make it full of interest. How their faces shone when they pulled up the big, red beets with the dirt still clinging to the long roots, and how Nathan did tug at the big cabbage we were to carry home for the next day's lunch. Picking beans was not a task for these city children, but jolly good fun. After each child had picked a flower we walked to the car carrying beets, cabbages, corn, beans, dahlias and sunflowers.

The next morning we had a market place where all the families in the kindergarten went to buy the vegetables picked the day before. For a few moments the kindergarten was transformed into Jefferson street on a market day, and the scenes enacted around our "play market" were as realistic and exciting as one could wish. We felt sure that upon this subject, at least, the mental imagery was very clear.

Then came the fun of cooking what we had bought. Two groups were busy stringing beans, another preparing the beets, while still another "hacked" the cabbage. At last everything was ready to place on the gas-stove, and while we played games the good things simmered away. As one of the children remarked, we had a "swell dinner" that day.

This luncheon took the place of the usual one of crackers and milk which the vacation school furnished. We feel that the vacation school has done what should be done in every kindergarten for the children seemed less nervous and fatigued when lunch was served during the morning.

Mondays and Tuesdays were washing and ironing days, and each of the different groups took turns in washing and ironing the napkins used at lunch time. We endeavored to have every detail in this work carried out as perfectly as possible, and a special point was made of neatness and carefulness in using materials. In this work the children certainly felt a real joy in working for others.

The vacation school strives to make the summer vacation a time when the children shall be happy, and as kindergartners we have tried to make the child's education "a process of living, and not a preparation for future living."

EDNA MATTHEWS,
JESSIE B. MACKINNON.

VACATION SCHOOLS AS VIEWED BY WORKING COMMITTEES.

THE report on the vacation schools and playgrounds of the boroughs of Manhattan and the Bronx, New York city, for the year 1900, is well worth careful reading by boards of education, kindergartners, teachers in vacation schools, and settlement workers. It is interesting and valuable because it reports work carried on in a great variety of ways, and in different kinds of centers, and because it throws light on the reason for both successes and failures. Extracts from the notebooks of teachers illumine the subject-matter, as do seventeen charming full-page illustrations.

The various lines of work were carried on in ten vacation schools, nine outdoor and twenty-nine school playgrounds, three outdoor gymnasias, eleven swimming baths, six recreation piers, and two roof playgrounds. Each school playground had provision for gymnasium, general games, kindergarten, library and reading-room, and quiet games. The equipment of the outdoor gymnasias included traveling rings, vertical rope ladder, climbing ropes and poles, vaulting rings, horizontal ladders and bars, inclined poles, spring-boards, horse, buck, jumping standards, parallel bars, hitch and kick striking bag disc, basket ball, swings, see-saws, sandcourt, and kindergarten tent.

The successful accomplishment of good work on so large a scale and in such varied lines demands good organization and efficient helpers. The various supervisors responsible for the different departments felt encouraged by the season's results, tho they were conscious of mistakes and inadequacies which were to a great degree obviated this year.

Some paragraphs from the 1900 report will show to what causes failures and successes were in some cases attributed.

The kindergarten work in these playgrounds, and on the recreation piers, proved to be most attractive; was well organized and supervised . . . Materials for repairs of swings and other pieces should be provided in advance, otherwise much inconvenience and loss of time results from broken apparatus.

Undoubtedly the strongest features were the kindergarten and the special subjects, while the weakest part of each school was that covered by the primary and the so-called manual training

classes. Two causes contributed to this result; first, the preparation of the teachers and the quality of their teaching; and, second, the merits of the work attempted, and, incidentally the allotment of time in the daily program.

1. As to the preparation of teachers. In the kindergarten the teachers were selected from a large number of well-trained young women who knew exactly what to do, and most of whom had had successful experience. The teachers of the special branches also had been carefully trained in their specialties and had taught successfully before. In the other departments, with the exception of the head teachers, most of those employed had never taught before and had not been specially trained to do the work laid out for them. None were properly equipped to teach nature study and literature. The committee made a great effort to select from the applicants those who gave some evidence of adequate training, and it was fair to assume that graduates of normal and training schools could be prepared to do this fundamental work. The results showed that such training was not adequate.*

The committee accounted for the ill success in nature study and literature on the following grounds:

1. That there was no supervising teacher to attend to these subjects.
2. That there was an inadequate supply of material to work with.
3. The work was not carefully prescribed and outlined.

The committee is of opinion that every school should have kindergartens, primary classes as above described, manual training classes with larger industrial features, graded to the capacity of the classes, and, whenever the facilities are available, special industrial classes.

Each week's work should constitute a unit, and should be as complete as possible. All the subjects should be closely articulated and the whole work well rounded out. This plan is admirably carried out in the kindergarten course; its application to the primary and grammar grades is feasible.

The experiences thus gained in 1900 led this year to the issuing of pamphlets and schedule slips containing more or less flexible programs and practical suggestions, which simplified the work of supervision and gave a degree of backbone to the work. One of these gives the games and songs for the kindergartens, including twenty-eight contest games, fifteen ball games and seven running games, with directions for playing the same. The following program for the recreation piers will give an idea of the general plan as carried out in all the playgrounds.

*What is the explanation of this?—(Ed.)

SUGGESTIVE PROGRAM FOR PIERS.—N. B. This program is only suggestive. Where conditions do not favor this time schedule another one may be substituted, but some definite plan must be arranged.

- 10:00–10:30. Instruction in paper work, raffia, worsted or cord.
- 10:30–11:00. Kindergarten games and finger plays and songs.
- 11:00–11:30. Stories, talks on surroundings.
- 11:30–12:00. Games, other than kindergarten.
- 12:00–12:30. Balls, bean-bags, picture-books, raffia, paper, etc.
- 1:30–2:15. I. Instruction in paper work, raffia, worsted or cord.
- 2:15–3:00. II. Games—(a) Kindergarten games, songs, and plays.
- (b) Other than kindergarten.
- 3:00–3:30. III. Recess and talks on surroundings.
- Stories.
- 3:30–4:15. Bean-bags, balls, paper work, picture-books, etc.
- 4:15–5:00. Repeat period II.
- 5:00–5:30. Repeat period III.

There were 180 kindergartners, all told, holding their circles in schools, parks, tents, piers, or playgrounds. Miss Estella Maynz, who had been in charge for the three past years, withdrew this year, after efficient and indefatigable service. Misses Nolen, Steele, and Hodges were general directors this season. Conferences between directors and supervisors were important aids to keeping the work thoroly alive. The special program of work, the arranging of time schedules, ordering of supplies, etc., were carefully planned by Dr. Jenny B. Merrill, supervisor of kindergartens, before the summer session opened.

Another pamphlet published by the vacation committee is, "The Outline of Work on Gymnastics and Athletics." It contains the directions for steps, movements, etc., used in different drills, with and without apparatus. It also includes many games for older children with directions for playing. It will be useful for all who have to do with children's clubs.

Another pamphlet gives the course of study in the vacation schools. This includes, for the boys, basketry, chip carving, whittling, Venetian iron work, fret sawing, knife carving, leather work, applied design, and toy making. The latter embraced kite, tip cat and stick, marble board, and sun dial, wagon, jumping jack, and wheelbarrow.

In the course for girls, we find basketry, embroidery, doll dressing, dressmaking, millinery, crocheting and knitting, paper-

flower making, domestic science. This includes cooking, *house-keeping* and *nursing*.

Under housekeeping we find that the children are taught the care of kitchen, closet, and utensils; washing of dishcloth and towels; care of sink and garbage pail, icebox, stoves, etc.; also the care of each of the different rooms, including arrangement and decoration (of sitting-room), also laundering, putting away of winter clothing, etc

Several pages of this interesting and suggestive pamphlet are devoted to nature study, with charming bits of appropriate verse accompanying each subject.

In addition to these outlines for work, a paper with the following questions was at the close of the session sent to directors, teachers, and workers generally. The replies were to be handed in within the month. It is thru such definite, thoughtful inquiry and consideration at the end of a season's work, that we are enabled to turn mistakes and successes into stepping-stones for further progress. Because these questions may help workers in other cities to review their results more consciously, and hence more profitably, we give in full this—

PLAN FOR SECURING ACCURATE DATA IN THE NEW YORK PLAY- GROUNDS.

TO GENERAL DIRECTORS, TEACHERS, AND ALL WORKERS IN VACA- TION PLAYGROUNDS:

Please read the following questions carefully, and answer those on your special subject, and as many of the general questions as you are able to answer. Be as direct and explicit as possible; avoid generalization, except when called for.

Number answers to correspond with the questions, but word them so that they can be clearly understood without referring to the questions.

N. B.—Place at the head of the paper containing your answers your Name, Position, and the Playground you are connected with, and send paper before September 5 to

A. T. SCHAUFFLER,
Chairman Committee on Vacation Schools.

GENERAL QUESTIONS.

1. In what respects do you think the children may be morally and socially improved by playground work? By what means?
2. What suggestions have you to offer, or experience to relate, with reference to the cleanliness of the children?

3. State any way you have found effective in teaching politeness.

4. How do you get the children to wait their turn? Is there any improvement?

5. How do you deal with backward children who will not play with the others?

6. What means have you used to prevent the stealing of small things?

7. If you have had to exclude children, describe one or two cases, giving causes.

8. (*a*) Describe any case of wanton destruction of property you may have observed; (*b*) of cruelty or lawlessness.

9. What is your experience with children using profane or obscene language in the playground? What should be done about it?

10. State any case of improper conduct or language between girls and boys which may have come under your notice. (Be frank.) What should be done about this matter?

11. What is your experience with "gangs" of troublesome boys?

12. Describe any case of improvement in a child of which you know the cause. Be as explicit as possible.

13. Mention any troubles or inconveniences in your playground, and tell how you think they may be avoided in future.

14. When do the children seem happiest?

15. If there is a "social" atmosphere in your playground which differs from that of the street, try to analyze it and tell what are its elements and by what means it is maintained.

16. Have you any suggestions as to the work and supervision of the "teacher in charge"?

17. What games seem to you to have the greatest influence in producing a spirit of good fellowship among the children?

GYMNASTICS, ATHLETICS, AND GAMES.

18. Name the three most popular plays or games in your playground.

19. Have any new games been introduced? If so, name and describe them. (Give a diagram, if necessary.)

20. Taking a game with which you are familiar, please discuss it on the following plan, or on a similar plan of your own:

a. In what way is it of advantage?

b. What dangers are connected with it?

c. Does it tend to teach politeness and unselfishness?

d. May it be made to do so?

e. What is the best method of teaching the game?

f. How can teacher direct it without seeming to interfere?

KINDERGARTEN.

21. What plan do you suggest to avoid interference of the

various time schedules in use in the different parts of the playgrounds?

22. Is it possible to confine kindergarten children to the kindergarten section during the free-play period?

23. Should the "street games" be used in the kindergarten?

24. Can the present subdivision of the playgrounds into gymnastic, athletic, kindergarten, and other sections, be improved upon? How?

25. What handiwork should be introduced to occupy the older girls?

26. What toys seem to be individualistic rather than social in their influence? What is the effect of these on the playground as a whole?

27. What new material would you like to have introduced for the kindergarten section?

28. What materials should be increased?

29. What material now in use should be discarded?

30. What new toys would be of value?

31. What toys should be dispensed with or improved? Why?

32. What changes in time division would you suggest?

33. What should be the attitude of the kindergarten during the free-play period in your section?

LIBRARY.

34. What suggestions would you make with regard to books chosen?

35. Should the reading-room side be made more prominent in the selection of material? In what way?

36. Which of the games do you regard as most valuable?

37. What games should be discontinued?

38. What new games would you recommend?

39. Suggest any way of playing games which you regard as having a higher educational value than current methods.

40. What means have you found of teaching politeness?

41. State your experience with, and give any suggestions you have to make in regard to, clubs.

The committee on schools, who are responsible for the report for 1900, are: Clarence E. Meleney, John T. N. Hunt, and A. P. Marble. A. T. Schaufler is chairman of this year's committee.

Dr. Henry S. Curtis, whose article on the Play Instinct appeared in the KINDERGARTEN MAGAZINE for April, 1901, was one of the general directors.

The feeling of the former committee as to the great value to the community of well-conducted vacation schools and playgrounds is well expressed in the paragraphs with which we conclude. They are taken from the above report:

Aside from the physical development of the children the playgrounds afford the best opportunity for the development of right social relations and the cultivation of ethical qualities in the children. A great deal of attention and thought was put upon this problem by the committee, the general directors, and teachers.

This was discussed in conferences, in private interviews, and in circulars and reports. It was believed that not only the success of each playground, but the ultimate good to the community and the greatest benefit to the child depended upon the establishment of a social whole. Children let loose in vacation constitute a disorganized mass, and without order or authority in a school playground, a mob. The great end arrived at was the conception in the minds of the children and the realization in their action of the great principle of social unity. It was necessary that there should be one central authority and a distribution of responsibility thru all the assistants, and down to the last child. This meant organization. Leaders and groups were formed, special work was arranged, a time was set for everything and place and duty for every person. By such a plan law reigned, and liberty, the freedom in relation to the social whole, was enjoyed. There is no better place than in a school playground, if well organized, to experience the beneficial influences of good government, and children here learn most readily the responsibilities resting upon the governor and the governed. The largest liberty and highest enjoyment were to be found in the playground where there was the best discipline, and the best discipline was where there was apparently the least government but the best organization.

We do not feel that the playground problem has been solved or that real success has been attained, but we are encouraged in the belief that a good beginning has been made. It is absolutely essential that well-trained teachers be employed, or at least those who love children and realize that the work is one of the social problems of today that all good citizens must interest themselves in and work to solve. All must be imbued with the right spirit, and have a sense of order and a power of insight into child nature.

THE London *Academy* offered a prize for the most suitable inscription to place on the proposed memorial to John Ruskin in Westminster. The prize was awarded to this:

He taught us
To Hold
In Loving Reverence
Poor Men and Their Work
Great Men and Their Work
God and His Work.

SOMETHING IN THE EDITORIAL LINE.

AMALIE HOFER.

FOR a decade I have been saying with conviction that the peculiar problem of education in our states is this: how to bring our mixed populations up to an adequate standard of American citizenship, and what shall constitute this standard. The German citizen is a very positive and definite personality, and the ingredients which make up his personality are well known and established by the government itself. An English subject may also be defined and described, and by education children may be brought up to the standard. An American means one who has infinite scope, possibility, and sweeping privileges. His pattern has been a potentiality rather than a patent right. That to which he aspires he may approximate.

With the sudden removal of our President, a new era, a new century has dawned. The eyes of the Nation have suddenly been opened to behold what constitutes an American citizen. A standard has been claimed, and henceforth established, by which true Americanism is to be measured. As one voice a hundred million people of all nationalities and classes, have reiterated that the life of William McKinley is a pattern of the true American.

Pedagog and teacher have their design now written large before them, and may with sure hand adjust the scheme of study, the conduct of the school, and the quality of the teaching profession, to execute what the Nations understand as the rightful product of American institutions. They may make a scheduled list of the qualities which our people have ascribed not only to Mr. McKinley, but to their ideal of an American citizen. They may now study what methods, what subjects, what text-books, and what kind of teachers will best help to mature children into adults whose conspicuous traits are devoutness, chivalry, bravery, fidelity to duty, and who shall possess a physique that not only commands, but executes.

The kindergarten adherents have believed and practiced up to their light, that the child should be educated for society—for the ideal society. The kindergarten intention may well be expanded to demand that it is an equal duty to *equip* the child so

that he may help establish the ideal society—so that the ideal man now and in times to come may be cherished and safe in the hands of society.

During the past summer it has been my privilege to meet together in serious conference with many of the thinkers of our kindergarten world. Again and again the question has been asked, "What do you think of our movement—do you think we are making as much advance as we should?" I have answered this question to my own thought in this way. It would seem as if the kindergarten had reached a plateau at present, and that if we hold it where it is for the next five years we will have done well. In the mind of the general public the name "kindergarten" must come to mean education rather than philanthropy. The educational aspects and meanings of the scheme must be made lucid and clear to the communities where public kindergartens are already established. Boards of education, superintendents of schools, citizens, should have the notion "kindergarten" deepened into a concept. The many parents who have been grazed by the idea are to be convicted and enlisted in the practical responsibilities of the work. Each training center will best assist in this work by seeing that its own training work is vital, progressive, and deep-rooted in science and philosophy. If for ten years this process of deepening and ripening goes on, we may then count the work well grounded in our country.

Is the kindergarten on a decline? This is by no means a question directed to the imagination. There has been a decided halt in the extension of the kindergarten movement. New territory is not now the fruit of the work. Earnest work is needed to propagate, thru legislative enactment, what heretofore philanthropic energies have sustained. The "mission" kindergarten is passing; the "free kindergartner" is underpaid; the public school kindergartens are being tested, and survive or vanish according to the educational results they may show. Philanthropy has been the wet-nurse of the kindergarten movement, but the child is lusty grown now and seeks to stand alone. It now demands its place with other growing educational organisms. It is not in vain that Editor Winship raises his voice and says with determination, "*The Kindergarten must stay.*" We reprint his recent editorial for those who may have overlooked it:

One need not be very keen to discover a purpose in many

places to drop out the kindergarten. The attacks upon it are so insidious that they sometimes succeed before one suspects the influence of the opposition. It is usually a question of expense. The issue is raised between the kindergarten and something else. In some cases it is sprung in one of these forms:

"An increase of teachers' salaries is more important than the kindergarten."

"Medical visitations are more necessary than the kindergarten, because health is a paramount issue."

"Until there are schools for all children between six and sixteen there should be none for children under six."

When the case is put in this way it is easy to carry a school board or a community against the kindergarten, but there is no reason why it should ever come in this form. There is no city that cannot do for the schools all that is necessary. Every city spends large sums for measures that have not a fractional part of the claim that the schools have. This is always a fight of the people, who are always interested in the schools, and schemers who gain something by nearly every other expenditure of public moneys. It is easier to get \$100,000 for any public building than to add \$5,000 to the school appropriation, because one man has a scheme to sell land; another has his eye on the architect's job; another sees the contract for the cellar, the bricks, the plastering, lumber furnishing, heating, ventilating, or some other of the multitude of interests that will get a "rake-off," legitimate or otherwise. There are twenty classes of business men in every city that will be the gainers by the erection of a building, and the more expensive the better for every one of them. These are successful men, with influence. They know how to get at the authorities; they are advertisers in the local papers; they are patrons, some of them, of every man who has a vote on the appropriation. When it is a question between a new schoolhouse and a continuance of the kindergarten, the kindergarten is at a disadvantage. It is the same when twenty or fifty school physicians are pitted against the kindergartens. Let every issue be between a united school force and all schemers who are against the schools.

"The difference we will find, or should find, in the kindergarten, primary school and higher grades will be, not in principle, but in methods of applying the principles, according to the needs of each stage of development in child life."—*Kate Spencer*.

THOU art loved—love; thou hast received—give; thou must die—work while it is day; abolish anger by kindness, overcome evil with good.—*Amiel's Journal*.

SUMMER WORK AT NAAS—OTHER ITEMS.

Naas, Sweden.—Miss Grace Fairbank has just returned from Naäs, Sweden, where she spent six active weeks at the Sloyd bench. An informal account of her experiences, which she gave to the assembled students of the Chicago Kindergarten Institute, was most delightful, and made each and all long to undertake a similar trip with all of its accompanying hard work, occasional play, and beautiful scenery. Naäs itself, it seems, has no "local habitation" on a map, tho it has a name now that is known in many countries. It has no streets, no stores, no postoffice. It is, so to speak, a castle set upon a hill, and amidst a wonderfully wooded country, which, once a peninsula, is now an island, commanding a view of many miles across a beautiful lake. The superb trees gave Miss Fairbank special delight; there were copper birches, for instance, seventy-five feet high, and oaks, cottonwood, etc., all of remarkable age, and of beautiful proportions, and flourishing condition.

Some forty years ago a Swedish Jew, named Abrahamson, bought this fine old castle with its forty rooms and accompanying 1000 acres of land. He had discerned with regret the gradual decline of the national household industries, with which the people had long been used to shorten the long, dark evenings, for here the sun sets at half-past three during many weeks in the year. He conceived the idea of reviving the interest in handwork by raising the ideal of perfect work and by giving opportunity for using more and better tools. But he himself was now too old to carry on a work of such proportions, and accordingly he interested his nephew, Otto Salomon, in the undertaking, endowing for this purpose this Sloyd *Saal*, which now accommodates at one time 180 students, one hundred in one room and eighty in the other. The produce of all the many acres belonging to the castle are devoted to the Sloyd work, after the peasants have had their share for their labor. In winter all classes are urged to take the advantages here offered and train themselves by means of this educational system. Elementary teachers in public schools are now required to teach Sloyd. Foreigners are permitted to study at the summer sessions only. There are two of these, of six weeks each. There were six English-speaking people in Miss Fairbank's group. A lecture was given for their benefit for three-fourths of an hour daily in English. Different classes are held in different languages.

What we know as the Sloyd knife is the great, indispensable tool sure to be found with every Swede. The people have long been used to making, more or less free-hand, so to speak, the simple, wooden household utensils. Dr. Salomon, after many years of thought and experiment, has wrought out this system known as Sloyd, which educates hand, eye, mind and will, thru the exact use of the knife and other tools in the making of an increasingly difficult series of models. There are fifty models in this series. These involve eighty-eight exercises in the making. The first four are made with the knife only, tho each one must be drawn to accurate measurement by the student. If there is an error of three twenty-fifths of an inch the model is rejected. Herr Salomon himself is also a Swedish Jew, six feet tall and suggesting in his splendid proportions a Greek god of old. In theory and practice he places the greatest importance upon exactness. Again and again in his lectures would he reiterate the bearing of this principle upon life and character.

The tuition at this splendid institution is free; the other expenses are nominal. The eight-hour law is not recognized here, for every student must give nine hours a day to his business, but he is not allowed to work overtime. Dr. Salomon is quite obdurate on this point, and would not listen at all to Miss Fairbank's plea that she had come 3000 miles just for practice at the Sloyd bench—she must stop after her nine hours were completed.

The foreigners are shown every kindness and attention at this charming

educational center. Greeks, Armenians, Poles, English, French, and Germans were taking the course, and at the succeeding one sixty foreigners were expected. The generous feeling and enthusiasm with which all joined in celebration of the American national holiday, on July 4, was heart-warming. There were twenty-five Swedish maidens taking a course in games, and on Sundays and holidays they would appear, each in the picturesque costume of her own native district, of which twelve were represented. They formed a procession and, singing "Rally Round the Flag," presented to the American group a handsome bouquet of red, white, and blue flowers.

The Americans presented the 150 foreigners with knots of red, white and blue ribbon, and all assembled at their invitation for a general play time. As might be expected, we find the leadership at games naturally falling to a kindergarten; and many good, old-fashioned games came at memory's call. London Bridge, Fox and Geese, Round and Round the Village, Tailing the Tailless Donkey, Blowing out a Candle, Follow my Leader, etc., all proved to be playable in a cosmopolitan gathering. In addition to this, two verses of "America" and "Rally Round the Flag" were learned by the citizens of other countries, while a Swedish song became the mental possession of the English-speaking people.

The exercises of the opening and closing days of this unique institution are most impressive, it would seem. Forming in procession, the students all march, each group under its own flag, to the castle, in whose superb hall, with its tapestry, cut glass chandelier and splendid Swedish flag, all listen, on the first day, to a long disquisition on Sloyd. In similar way they meet, at the session's close, to receive the diploma and a little souvenir pin. The exercises close with the prayer in Swedish, "God bless us in our home, in our work, our hearts and our hands."

Some of the twenty-four models necessary for acquiring the diploma were shown at the close of Miss Fairbank's address, as well as several other pieces of Swedish handwork, including some specimens of machine and hand weaving. But the most interesting of all the treasures was a toy horse made by a seven-year old boy for his own pleasure. It is six inches long, cut and sawed from a single piece of wood one inch thick; mouth and ears are indicated by two v cuts, and the back is rounded somewhat by the knife. A stand is nailed to the feet, and shafts tied to the halter. It is simple, ingenious, substantial and childlike.

WE commend the following well-balanced remarks of Miss Mary F. Ledyard, supervisor of kindergartens of Los Angeles, Cal.

"Many are the shafts and arrows thrust into the very heart of kindergarten work, but as it has stood a cross-fire for years and gone bravely on, commending itself to the most enlightened communities, and becoming established more and more universally all over our land, we do not fear the weapons of the adversary, but rather court honest and enlightened criticism. Growth from some degree of conservatism and formalism into a freer activity marks our age. Were Froebel alive today he would doubtless make modifications to meet the demands of this present civilization. On the other hand, the American tendency toward fadism and extreme may cause the less thoughtful to allow the pendulum to swing too far the other way. Any reactionary tendency which suggests a breaking from the underlying philosophy and true principles of development as laid down by Froebel must be deplored. The true spirit of Froebel's method must ever form the basis of our work and must ever remain the same. Our problem today seems to be how to safely steer between the Scylla of formalism, set or prescribed method, and the Charybdis of experimental investigation, loss of coördination, continuity, and power. Abreast of the times let us be certainly, but not at the expense of the fundamentals of our faith. The education of each faculty to do its fit work demands the training of head, heart, and hand, simultaneously and in coördination. These manifest pedagogical principles, this building of character, mind, and matter, not thru taxing or over-straining the child's powers, but by calling

into healthful, happy use his natural activities and energies and conserving them to his highest use, mark the goal to be attained by every true kindergarten. Her aim is to lay a strong, sure foundation of truth seeing, truth telling, right feeling and living at this character-building period of the child's life. In fact, her work has been a failure if she has neglected to plant these seeds which shall prepare the child for a life of usefulness to his fellows and harmony with God. To impart all-sided education, not information, is the aim of the kindergarten."

MISS MARI RUEF HOFER has accepted the call to superintend the music in the public schools of Rochester, N. Y. She has had an extensive experience with children of the kindergarten and elementary grades, was for many years a special teacher in the high schools of Chicago, and has made a serious study of normal training classes and public choral work. It is therefore an unusually interesting opportunity to grade the music of the entire schools of a city from the kindergarten upward.

THE industrial wave is upon us. Miss Katharine E. Dopp is an experienced teacher who has made a special study of the primitive industries at the University of Chicago, and has made careful historic and anthropological investigations of this new-old subject. Miss Dopp will contribute an article on industrial history in the primary grades to an early number of the KINDERGARTEN MAGAZINE.

THE Chicago Froebel Association has changed the location of its training classes from Hull House to the rooms of the University College, University of Chicago, Fine Arts Building. The work will be continued as heretofore under the auspices of the association which still carries on the work of the kindergarten and children's clubs at Hull House, with Miss Alice H. Putnam in personal direction.

MADAM KRAUS-BOELTÉ has changed the scene of her training class work from Hotel San Remo, Central Park, to The Hoffman Arms, and offers an "extension course," and will conduct the usual work as well. The new rooms are delightful and well located, being on the corner of Madison avenue and Fifty-ninth street.

MISS NINA B. COLBURN is the principal of the Cincinnati Training School, and we congratulate that spirited association upon securing the services of one whose undaunted sincerity is only matched by her openness of mind. These qualities are indispensable to the continued usefulness of a kindergarten organization.

THE next meeting of the Philadelphia Branch of the International Kindergarten Union will be on the first Tuesday in October at the Philadelphia Normal School. The Goethe Lectures, by Edward Howard Griggs, which are to be given before the Union, will commence on the first Monday in January.

MISS MARI HOFER'S "Singing Games" has been used this summer in the playgrounds under my direction, and I consider it not only a satisfactory book for such use, but a valuable collection in itself."—*Ada M. Locke, Supervisor Brooklyn Public School Playgrounds.*

NINETEENTH Annual Meeting of the Council of School Superintendents, State of New York, will be held at Auburn, N. Y., October 23, 24, and 25, 1901. Supt. George Griffiths is president of the Council.

MRS. LOUISE POLLOCK, who founded the first American kindergarten at West Newton, Mass., in 1863, died at Washington, D. C., July 25.

PORTLAND, Ore., has now six public school kindergartens.

TOLEDO, Ohio, has fifteen public kindergartens.

SOME BOOKS OF IMPORTANCE.

THE PLAY OF MAN. By Karl Groos. Translated by Elizabeth L. Baldwin. Edited by J. Mark Baldwin. This is the sequel to the same author's "Play of Animals," which was translated last year, and aroused so much interest and discussion in circles educational and scientific. The subject is treated under three main divisions. Under the first two are grouped (*a*) the playful activities by which the individual wins supremacy over his own organism, without regard to other individuals. Experimentation is the great working (or playing) principle here manifested in playful activity of the sensory and motor apparatus, and the higher mental powers. (*b*) The playful impulses intentionally directed toward other beings, including fighting, love, imitative, and social plays. Part III concerns itself with the "Theory of Play" from the six different stand-points, the physiological, biological, psychological, æsthetic, sociological, and pedagogical. It will be seen from the above that the treatment of the subject is comprehensive indeed. The data given is gathered from many and varied sources. Professor Groos uses the word "play" in a very inclusive sense. The activities and impulses grouped under this title are analyzed and classified in a way to make clear the basis for their pleasure-giving qualities. The *raison d'être* of play, as such, is discussed from the various points of view above named. The author presents the several theories of play as advanced by different scientists. The Schiller-Spencer surplus energy theory and the recreation theory he accepts with qualifications. The Lamarckian theory, which depends upon the validity of the principle of evolution by means of the inheritance of acquired characters, he regards as of doubtful value. He also discredits Dr. Hall's view of certain plays being survivals of rudimentary instincts. Two theories recently advanced, the one by Weismann, under the name of "germinal selection," and that of Baldwin, known as "organic selection," are given favorable consideration, tho neither case is regarded as yet well established. His own "practice theory" is suggested many times. We find it stated once thus:

"Altho the number of his (man's) hereditary instincts is considerable yet he comes into the world an absolutely helpless and undeveloped being which must grow in every other sense, as well as physiologically, in order to be an individual of independent capability. The period of youth renders such growth possible. If it is asked why an arrangement apparently so awkward has arisen, we may reply, that instinctive apparatus being inadequate for his life tasks, a period of parental protection is necessary to enable him to acquire imitatively and experimentally the capacities adapted to his individual needs. The more complicated the life tasks, the more necessary are these preparations; the longer this natural education continues, the more vivid do the inherited capacities become. Play is the agency employed to develop crude powers and prepare them for life's uses."

He does not think there exists what might be called a special play impulse, but, as he says:

"My own view is that there is no general impulse to play, but various instincts are called upon when there is no occasion for their serious exercise, merely for purposes of practice, and more especially preparatory practice, and these instincts thus become special plays."

According to Professor Groos, the indispensable, psychological criterion of play is, that it must be "a conscious process attended by attention and enjoyment." In this respect he has modified his previous views concerning the criteria of play. Important elements in the pleasure accompanying many plays are intense stimulation of all kinds, a sense of freedom, the joy of conquest, the capacity for *inner imitation*, joy of being a cause, etc. The following is given as a pretty instance of the latter:

"Marie G —, when she was about three, sat on the floor in great distress, with tears pouring down her cheeks. Soon she noticed that the drops rolled down like silver balls on her woolen dress, and at once began to collect the transparent pearls in a fold, and so accumulated as she sobbed a little 'heap of woe' in her lap."

"Attention," in its pleasurable aspects, receives much attention from Professor Groos. His explanation of its derivation is interesting. We will quote, however, only what he says in its relation to one familiar game:

"Alternate stress and relaxation of attention account for the charm of hide-and-seek. Darwin says that his son on the one hundred and tenth day was delighted when a handkerchief was put over his face or his playfellow's, and then suddenly withdrawn. While surprise was probably the principal cause of this delight at first, on its repetition expectation, and the sudden revelation, must play a part."

This recalls Froebel's two Mother Plays based upon this game. Does not his suggestion of the joy in reunion after estrangement make an element of the delight in this play? Groos' data showing the delight of primitive man as well as the most highly cultured in light and brightness, as such, also bring to mind Froebel's other Mother Play upon Light.

In the different sections in which conscious self-deception is considered, the suggestion of the close connection between hypnotic phenomena and those often exhibited by both mind and body when at play, gives the educator and the physician much food for reflection. This is particularly the case in those paragraphs which discuss rhythm and dancing and play when carried to the limits of exhaustion. The study of "inner imitation" is also most suggestive for those who are interested in the question of the value of observing plays and games versus active participation in them.

The pages devoted to fighting plays and love plays will also stimulate thought and action along practical lines, even though we do not agree with all of the writer's conclusions.

Under "social plays" we find this interesting analysis of the making of a leader.

"The aspirant for its honors must so merge himself in the society that its aggrandizement shall mean his own—a signal proof of the force of the social impulse. Whether the task is great or small, the ruling of an empire or the leadership of a club, the principle is the same, and consequently the social plays of children are enlightening. Even here, forceful, active, inventive natures quickly attain the mastery, and the difference is apparent between the merely violent, who think only of their own advancement, and the born leader who makes the interests, of the society his own, who is ready to answer for the crowd, and is found in the front line in times of danger and will suffer no injustice to any of his following. Such leadership is possible only where there is the capacity for identifying his own will and conviction with those of the rest, thus effectuating the group's subordination."

The value of rhythm and the dance in unifying the otherwise largely disorganized members of savage tribes is well brought out, and this leads our thought to the importance of festivals among savage as well as civilized peoples. Professor Groos makes the statement here that "holidays spent in simple, playful indulgence of the gregarious instinct are of the greatest value for the collective social life of mankind." Elsewhere he warns against introducing the very young child to too wide a social circle, since "the strong stimulus of social life tends to overshadow and interfere with the development of family life" with a very young child.

The writer of this book, and the many authors from whom he quotes, have certainly traveled in thought a long distance from the pietist Tolliver, who is also quoted here as saying:

"Play of whatever sort should be forbidden in all evangelical schools, and its vanity and folly should be explained to the children with warnings of how it turns the mind away from God and eternal life, and works destruction to their immortal souls."

The great value of the book before us is that it presents to us in an intensely interesting way, and from many view points, the current theories regarding this great universal impulse. The data given covers all kinds of activities that could possibly come under this head. As subjects of the different divisions sometimes overlap, there is necessarily a certain amount of repetition, tho none too much, for this is a book to be studied rather than merely perused. Tho in many cases judgment is suspended, there is a great deal that can be practically applied now. There is still so much to be discovered and proven in this comparatively new field of research and observation, that there opens to the teacher a fine opportunity for experiencing the "joy that lies in conquest." The value of the book would be enhanced for the average reader if the numerous quoted passages from foreign languages were translated into English, and also if an index of subjects were given along with a bibliography of books quoted from. New York: D. Appleton & Co. Price, \$1.50 net.

FROEBEL AND THE KINDERGARTEN MOVEMENT.—"An Outline for Training Classes," by Nina C. Vandewalker. This outline covers nineteen pages of a valuable little pamphlet that will be hailed with acclaim not only by kindergartners, but by all interested in the history of education. It gives, first, a careful, detailed synopsis of all those influences direct and collateral which affected the life and thought of Froebel. Second, the outline, continued, gives the important steps in the development of the kindergarten movement both during Froebel's life and after his death, including those means by which the kindergarten idea was disseminated; the establishment of training schools for teachers in Europe; the extension of the movement in America; the introduction of the kindergarten into the public schools and of kindergarten training departments into state normal schools. This outline does not pretend to give the facts in each case, but rather to direct the student to the best authorities upon any special step in the movement. Under each of the divisions and subdivisions is found an up-to-date bibliography of all printed matter relating to the subject. Thru the courtesy of Wm. Beverly Harison, the publisher, Miss Vandewalker was loaned a set of the proofs of the yet unpublished life

of the Baroness von Marenholz-Buelow. This assures us that the list of references contains the very latest data obtainable upon the subject. Price 25 cts.

CONSTRUCTIVE FORM WORK.—"An Introduction to Geometry for Grammar Grades," by William N. Hailmann. The purpose of this little book, as explained in the introduction, is to "develop clear geometrical notions, to give skill in accurate construction, to cultivate a healthy æsthetic feeling, the power of visualizing creatively in geometrical design, and thus, incidentally, to stimulate genuine vital interest in the study of geometry." The book is the outgrowth of actual work in the school with children between the ages of ten and fourteen. Such a course of work with compass, pencil, and brush, should prove a delightful series of stepping-stones to geometry proper. We see no reason why it should not accomplish its several purposes. The different problems succeed each other in logical order, yet with sufficient variety to hold the child's interest. This is sustained also by appeals to his judgment and originality. Definiteness is also secured by occasional demands for written explanations. Exercises which require that certain segments and sections should be emphasized by washes in color, lend charm to the more analytical work. As we studied this little book we recalled Spencer's "Inventional Geometry" of long ago. Spencer, however, gave the child credit for even more discriminating power than does Hailmann. If we criticise the latter at all, it would be for telling the child too much. Having had a little experience with the double segment, many children would delight to puzzle out for themselves how to inscribe a square in a circle, or to divide a circle into eight equal sectors, etc. Four pages give illustrations of suggestive geometrical designs. Two of these are in color. Boston: C. C. Birchard & Co.

LOLAMI, THE LITTLE CLIFF-DWELLER. By Clara Kern Bayliss. This well-told story will certainly give rise to an entire generation of little Lolamis all over the country. It will be to little children what Robinson Crusoe was to be to Rousseau's "Emile," for as they hear or read for themselves of Lolami's predicaments and of his ingenious devices for satisfying his needs and securing his desires, they will be moved to become little cliff-dwellers and to invent ways and means for overcoming difficulties. Little Lolami is a six-year-old cliff-dweller whose parents are killed in a fierce battle with Indian foes. The surviving members of his tribe desert their aerial home, quite unaware that a small boy has been left behind in a granary, whose exit has been closed. The story recounts his life there with his dog, his escape and further adventures. Mrs. Bayliss has studied her ground carefully, with its past and present history. In a most natural and sympathetic manner entirely free from didacticism, she introduces facts about tribal manners, customs, dress, food, etc. Teachers will find the book a suggestive starting point for many lines of work. Fine cliff homes can be made of clay and stone; an excellent idea of primitive tools, utensils can be gained here, and worked out concretely with basket fibre, stone, wood, etc. We can but regret that Lolami was not written in our childhood's happy day. Tho told so simply that a child will enjoy it, the story will prove of interest and value to all ages. It is founded on fact. Illustrated with pictures and plans. Bloomington, Ill.: Public-School Publishing Co. School edition, 50 cents. Library edition, 70 cents.

EDWARD CARPENTER: POET AND PROPHET. By Ernest Crosby. To those to whom Edward Carpenter's original and stimulating thought is not yet known we especially recommend this little book. The excerpts are well-chosen, characteristic expressions of the incisive thought and broad world-view of this spirit brother of Whitman. Mr. Crosby's explanatory passages and original observations are clear-cut, vigorous and discriminating. Of both writers we may say with Havelock Ellis: "We read a great author because he makes us think—makes us think hard." Philadelphia: Published by the Conservator. Price, 15 cents.

SONGS OF THE OLD SOUTH. By Howard Weeden. Humor and pathos touch hands in these charming bits of verse. The characteristic traits of the old-time southern negro have been condensed into twenty-four short poems, with great sympathy and fidelity to truth. They have a certain aroma that suggests Emily Dickinson. Each poem has its accompanying picture drawn, and in nearly every case, colored by the author. The book makes a very handsome volume. We would, however, criticise the make-up in one particular. Between the pages of verse are leaves that are entirely blank except for the one-lined title. This appears like an unnecessary and therefore extravagant use of handsome paper. It does not really add to the beauty, serves no purpose of protection and almost doubles the size and weight of the book. Both from an artistic and ethical viewpoint we must criticise this effort of the publishers. Doubleday, Page & Co. Price, \$1.00.

Books for Kindergartners

Child Stories from the Masters

By Maud Menefee
READY SOON

A volume of classic stories, delightfully retold. It includes the story of "Pippa," "Siegfried," "Saul and David," "The Angelus," and others, with eight illustrations in sepia, and a cover design by Lyendecker. The volume is quite unique among school books.

The Holton Primer

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Supervisor of Primary Schools
Minneapolis

112 pages

For introduction, 25 cents.

This is generally considered the most childlike primer yet issued. It has a dramatic quality that interests, and an artistic quality that educates. Its vocabulary is very simple. The illustrations are in halftone and in colors.

May we make you acquainted with it!

The Owl and the Woodchuck

By William Harold Neidlinger
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AN UNPARALLELED KINDERGARTEN
STORY STUDY

Illustrated with pen and ink drawings and four beautiful full-page pictures in colors. Boards, cloth back; size, 8¼x9¾.

RETAIL PRICE, 50 CENTS

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A book of myth stories for little children. There are myths of Greece, Rome, Norway, Russia, Egypt and other countries. The book is elaborately illustrated by drawings from classic sources, and is a storehouse of delight. It is a valuable source book for kindergarten and primary teachers. Would you like to see it when it is ready.

Rand, McNally & Company
CHICAGO **NEW YORK**

KINDERGARTEN MAGAZINE

Vol. XIV.—NOVEMBER, 1901.—No. 3.

TWENTIETH CENTURY SERIES.

TWENTY KINDERGARTEN TRAINING SCHOOLS.
WHAT THEY TEACH AND HOW AND WHY—ALSO
REPLIES OF LEADING KINDERGARTNERS
TO IMPORTANT QUESTIONNAIRE.

VIRGINIA E. GRAEFF, CLEVELAND.

I.

THAT the report which follows may be clearly understood in the light of the discussion of the subject at the I. K. U. meeting in 1900, the following address is reprinted. The questions which follow it were the result of this discussion.

THE SIMPLIFICATION OF KINDERGARTEN TRAINING IN ITS APPLICATION TO THE STUDENT.

With the permission of our chairman I shall confine my paper to the simplification of the kindergarten curriculum as it applies to the student in the training school. My experience as a special teacher in this line of work has shown me how often the health and spirit of the student is sacrificed to what seems to me unnecessary detail, and if I can open the discussion in relation to this question I shall be grateful.

The simplification of life is a favorite theme with many of our best modern thinkers.

Walt Whitman, the stalwart singer of democracy, points out to us that to gain the fullness and sweetness of true living we must shun what is non-essential and artificial, and, with outgoing simplicity, come in touch with the primitive heart impulses of our kind.

Edward Carpenter, that keen and original thinker, tells us that our civilization is becoming more and more complex, and that we

are losing altogether the simplicity that unites us to Nature and Truth. He tells us that our salvation consists in our cutting off the artificial life that surrounds us and devoting our thought to what is eternal and above the passing moment.

I have long felt the need of the application of these principles to the work of our students in the training school. As I see before me in the classroom those tired, earnest faces, striving—in spite of fatigue—to take in what I have to give them, I say to myself: “The spirit indeed is willing but the flesh is weak; these students are doing too much.” After three hours spent in the kindergarten in the morning, how can they be expected in the afternoon to attack with vigor the difficult, and often abstract, subjects required by their training? The afternoon session is followed by the minute detail of handwork, which they continue to practice in their homes until the small hours of the night. This work is sometimes varied by the writing of lengthy abstracts or the drawing of elaborate sequences.

Many of our students break down under the strain. Others, who would add greatly to our ranks, are deterred from joining us because, as one mother of a bright girl said to me, “We have a friend who took the kindergarten training; we know what it is; my child could never stand the pressure, so I have decided not to let her join the training school.” Is it not true that the leaders in our ranks are succumbing to the great strain demanded by our profession; that many of the students in our training schools are feeling this strain more than they can bear with self-poise?

A training teacher has just told me that, out of a class of between thirty and forty students, eleven were obliged to give up the course because their strength was unequal to the work.

Even Christian Scientists, who, if true to their principles, should never feel tired, look jaded and worn. If all this be true, has not the time come for us to consider the advisability of simplifying our training, of cutting ourselves aloof from what is transient and devoting our days only to what is essential to the broadest understanding of our work?

A few suggestions as to how we can thus simplify have come to me, and I offer them for what they are worth. The thoughts here given are the result of practical observation of what seemed to me to be the needs of several training schools in various parts

of the country, and I take their work as typical of much which I have not seen.

If, in a two years' course at a training school, the morning practice of a student in the kindergarten might be omitted for three months of each year, that time might be utilized for the teaching of the more difficult subjects included in the curriculum. This would also give the student an opportunity to devote more hours to the handwork, much of which seems to me so unnecessary.

The occupations might be simplified. Elaborate sequences, which can never be used with children, might be done away with entirely, and if, to complete the thought, the student desires to carry out her form work in logical steps, these might be indicated by notes. Would it not also be well to encourage all students to take the kindergarten principles and apply them to materials found in the home and in the world of nature. In the study of Froebel's works the writing of shorter abstracts might be encouraged, rather than the unnecessarily lengthy essays now followed.

In thus economizing time we have gained several hours a day for three months of two years. What has been our loss? Many pages less of handwork, and six months less of practice with the children, which will have to be made up by later professional work of the graduate kindergartner.

In our study of stories can we not train our students to make an outline of the story? This is an excellent mental training, and will also prove a great economy of time and strength in all note-taking and copying. I find many valuable hours are wasted in a too minute taking of notes and copying of stories.

Can we not make our work in psychology simpler? Can we not link it more definitely with the child? Is it not possible to find daily in our kindergartens apt illustrations of those mental processes which, when unfolded to us in the abstract, seem to me too complex, too far away from the child?

Can we not simplify our science teaching? Let it also come more in touch with the child? If it is presented as a gradual unfolding of nature thru the calendar months, if the poetic and "feeling side," rather than the analytical side, of the subject, be given in our training school, our students will be better equipped for kindergarten work than in studying science in purely abstract lines. Practical gardening and hints on the care of pets would be

a happy addition to any course in nature work, which term seems to me more adequate for our training class study than science pure and simple.

Can we not link the Mother Play with many practical hints about the caring of children? When enlarging upon Froebel's ideal family, can we not bring in, with perfect harmony with his thought, the homely side of housework, and so suggest to our students and our children how to make it beautiful?

If our study of pedagogy can be made to include a comparative view of Froebel, we shall help our students to feel the universality of Truth, and, by linking the kindergarten child of today with the child of past ages, they will learn that what seems to us new is really old. How interesting to find that much of the kindergarten philosophy is found in the teaching of Plato; that the idea of manual training had its origin in the thought of Aristotle; that the ball plays, the sandpiles, the clay modeling, as well as the doll, the rattle, and the hobby-horse, were used by the children of Athens two thousand years ago. What a sense of race solidarity such a study gives, what an eye-opener it is to the truth-lover to learn that Plato, Aristotle, Comenius, Montaigne, Rousseau, Pestalozzi, were all forerunners of Froebel in their educational philosophy, and that, great as he was, he is but one of the many world voices whose message for childhood has gladdened the earth.

Cannot the study of social science have a part in every training school, that the student may be helped in facing the problems that daily present themselves to her in the kindergarten, and in the homes of both rich and poor?

If some knowledge of primary work could be given to every graduate of a kindergarten training school a helpful result would, I think, follow. The student would learn to feel the organic unity of all educational processes, and the definite link between the kindergarten and the school would seem to her more evident.

Can we not help our students to feel that, following the spirit of Froebel, it is well to welcome criticism from any source, and that Froebel has not said the final word regarding the child? That no teacher, however eloquent, can have mastered all knowledge, and that to be loyal to one's *alma mater* need never mean exclusiveness, nor a want of friendliness to those who have not had the same privilege of study, and the same advantage of environment.

So will the ideals suggested by the Mother Play be more than abstractions; they will become part of the ethics of daily living.

In the spirit of joy can we not encourage in our students more than we do the flavor of humor? I know of no burden-lightener equal to this quality. What a balance and proportion it gives to life; what a freshness it adds to one's day.

Finally, in simplifying and broadening our curriculum, can we not more adequately train our students to be not only specialists, but in the widest sense educators? VIRGINIA E. GRAEFF.

REPORT ON THE SIMPLIFICATION OF KINDERGARTEN TRAINING.*

If the psalmist tells us that it is good for *brethren* to dwell together in unity I have found much interest in noting the varying opinions of *sisters* who dwell in diversity.

The view points presented by twenty training schools, in answer to my questions on the simplification of kindergarten training, I have mentally tabulated as black, white, and gray.

After reading these interesting papers I could not but feel glad that all the world did not think alike, for the variety in my answers added much to their interest.

One mail brought me the point of view of "What Froebel says," or, "we have a Froebellian kindergarten" as the "ultimate truth," while my next inclosures assure me that the writer has long since given up the orthodox uses of Gift and Occupation. Again, my answers suggest that a holding fast to what is good in the old in no way debars the new from finding a place; and so, in these papers I have had the kindergarten philosophy viewed by different eyes and interpreted in various ways. In order to gain the information desired, two sets of questions were sent to thirty-four training schools. One series was to be answered by the principal and the other questions were to be given by her to be answered by a practical kindergartner.

I have received twenty answers from training school principals; fourteen from practical kindergartners. One response to three questions came to me from Miss Emilie Poulsson, a special teacher in Miss Garland's Training School, and a foreign kindergartner. Mrs. Alida E. De Leeuw has given me the European point of

* An abridged version of this report was read at the meeting of The International Kindergarten Union, at Chicago, in April, 1901.

view from training school and kindergarten to incorporate with my American answers.

In the United States seventeen cities and nine states are represented, and a Dutch, German, and English view is given by the foreign kindergartner. Private, institutional, and public school work is represented. I should like to make public acknowledgement of my debt to those of my coworkers who, in the midst of a pressure of duties, and at unavoidably short notice, have answered my questions. The papers I received were, many of them, statements of educational theory and practice, and the time involved in this work had, in many instances, to be taken at odd moments and between duties.

I thoroely appreciate this willingness to serve, as shown by my correspondents, for, without their coöperation my work would have been impossible. The answers from the twenty training schools made up for the silence of the fourteen who did not reply, tho a few of those who could not send answers explained that lack of time prevented their so doing.

The papers from the practical kindergartners, tho comparatively few, being but fourteen in number, made up in quality for a lack in numerical equivalent.

To make clear the answers that follow I append the foreword and questions sent to the training school principals, reserving until later the answers of the practical kindergartner.

Believing that the best interests of the kindergarten can be preserved by simplifying as well as broadening the study now carried on in a two years' course in our leading training schools, I am asking the aid of the principals of such institutions to help me in presenting this difficult problem before the next meeting of the International Kindergarten Union.

How shall we, without sacrificing the ideal involved in a thoro and adequate preparation for a great work, shorten, simplify and broaden the training of kindergarten students?

It has seemed to me that much of our teaching is too theoretic and lacking in a practical application to the work with children. We are not training scientists, musicians, psychologists, etc., but young women whose avocation is child rearing, and should not all the subjects contained in our curriculum apply to the child? Should we not place him "in the midst" and group our thought about him?

KINDERGARTEN QUESTIONNAIRE.

In a two years' course of training it is impossible to thoroly specialize in all the subjects involved in our course of study, therefore should not our work in these subjects treat of them only as they relate to the child? This would in every case include fundamental principles, but allow a wide margin in the choice of their application. Only as many minds work together honestly and impartially can light be thrown on this problem, the solution of which seems to me to be all important.

The questions were arranged as follows:

GIFTS AND OCCUPATIONS.

1. *a.* Can you suggest any method of training the student in the use of the Gifts and Occupations which will put him in possession of their qualities as playthings without necessitating a too great elaboration of their geometric possibilities, such as fine pen and ink drawings of many sequences in notebooks and the making of sequences in practice beyond the needs of childhood?

b. Do you believe in supplementing the Gifts and Occupations with nature material, basket and mat weaving, and constructive work? Do you use household work? If you use the materials and household work indicated under the subtopic "*b*," what training do you give your students along these lines?

c. Do you require your students to repeat for their books the occupation work they do in class?

d. Do you use in the training class the larger material entirely as supplementary to the smaller, or not at all? In the Gifts the large blocks? In the Occupations the large paper square, or other form, for folding and cutting; the large mat for weaving? By "large," we mean a variation upon the usual type sizes of gift and occupation material now manufactured for kindergarten purposes.

SONGS, STORIES, AND GAMES.

2. *a.* Do you give your students graded work in songs, stories, and games for children of three and four years, as well as for those of five and six years?

b. What stories, songs, and games, besides Miss Poulsson's Finger Plays, do you use for children of three years?

c. What method do you use in your study of stories; do your students make outlines of stories?

d. Have you found the symbolism of many kindergarten stories beyond the capacity of the children, as, for example, Mrs. Gatty's "Lesson of Faith," and Hans Christian Andersen's "Ugly Duckling"?

e. Have your students adapted and simplified such stories, at the same time retaining their main principles?

f. Have you used this same principle in your study of the games and songs?

MUSIC.

3. *a.* Do you teach sight reading and elementary theory in connection with your training in singing?

b. What place, if any, do you give to instrumental music in your training class?

c. Are your students trained to interpret rhythm as a special subject in relation to the child?

DRAWING, COLOR WORK, CLAY MODELING.

4. *a.* How do you teach these subjects?

b. Do your students study blackboard sketching as, for example, to rapidly illustrate a story, to make pictures illustrating the nature thought and program of the kindergarten?

c. How are they trained to teach drawing to children?

SCIENCE.

5. *a.* What part does nature work, rather than science, pure and simple, hold in your training, as, for example, the story of the earth from month to month, the story of the rain, the dew, the frost, the sun, etc.

b. Do you include in your Science Course a study of elementary hygiene, as, for example, the best kind of room for a kindergarten, treating in this connection building, light, ventilation, furniture, equipment, etc.; the best kind of food and clothing for children between three and six years of age?

PSYCHOLOGY.

6. Do you link psychology with child study?

MOTHER PLAY.

7. *a.* How is this study taught in your training school? *b.* Do you use it as the basis of the program, or only incidentally? *c.* Do you recommend its use as a picture-book with the children?

PROGRAM.

8. How is program taught in your training school?

"EDUCATION OF MAN;" "PEDAGOGICS OF THE KINDERGARTEN."

9. What place do you give to these two books in your training?

"LITERATURE;" "HISTORY OF EDUCATION."

10. What methods do you use in treating these subjects in your training class?

SOCIAL SCIENCE AND PRIMARY METHODS.

11. Do you give these subjects a place in your training?

OUTLINE IN NOTE TAKING.

12. *a.* Do you encourage outlines in note taking and short abstracts? What is the average length of your abstracts?

b. Do your students write abstracts on "The Mother Play" and "Education of Man"?

PRINTED GUIDE.

13. *a.* Do you approve of your students following a printed guide in much of the gift and occupation work? Do you not think this would save time and the teacher, as well as the student?

b. In your opinion would such work be rendered mechanical, and would a loss of originality on the part of the student ensue?

c. If you deem this to be the case, please give reason.

THE CURTAILING OF PRACTICE.

14. *a.* How much practice during a two years' training do your students have?

b. Do you think the morning practice of a student might be omitted for three months of each of the two years without serious loss?

c. Could not the more difficult subjects of the training and much of the handwork be done at this time with great gain to the student's health and spirits? Would it not be possible to make up the practice in the student's later work as a kindergartner?

THE FUN-LOVING SPIRIT.

15. Do you find a spirit of fun and an appreciation of humor noticeable in your students, or are they overweighted with great ideals; too tired, worn out, and serious to be merry?

Statistics are, as a rule, dreary things, and so, in presenting these papers I shall endeavor to give a composite view rather than a too minute following of detail, quoting those answers which seem, from different standpoints, to throw the clearest light on the topics under discussion.

GIFTS AND OCCUPATIONS.

Under the subdivision I *a*, as noted above, I quote the following:

I know of no better way than to use the gifts in the class as nearly as possible as in kindergarten with progressive exercises adapted to children of different ages.

Here are two interesting suggestions in the direction of simplification:

I do not have my students make elaborate drawings of gift sequences, and judge the merit of sequences prepared by the student from the standpoint of their fitness for use in the kindergarten when they practice. Simplicity is the thing we strive for.

If the gift work and the several occupations that aid in expressing a particular thought be given in relation to that thought, some of the customary sequences may be given and the others only suggested without loss.

One training school principal advocates the making of lists of sequences in the books, giving the student one suggestion without its detailed elaboration in drawing.

From the far West I read the following interesting answer:

I do not personally believe in the efficacy of the dictated sequence, and give them neither to my students nor children. That does away with the elaborate notebook drawing. I give my work to the classes as conditions to be met, and they have to find a way to meet them. They say that this is the hardest work they do, requiring the most thought. I am sure it makes them resourceful. This might be an example of the directions they would give the child: Third gift, just taken from the box. "Let us make the blacksmith's forge. There must be the chimney in the back and a lower place in front for the fire." This requires more thought on the part of the child than if he were told which blocks to move and where to place them. One of my classes now using the fourth gift has this as the next condition they are to meet: "Prepare a play bringing out transmitted motion. The motion, or the starting of it, must be involved in the play, not an arbitrary push to start it. There must be a reason *why* this is done." I believe that much of the occupation work could be left out of our training class work.

In another institution, where the kindergarten training is post-graduate work, no finely drawn sequences and no gift books are required. The uses of the gifts are adapted to the children's needs.

The students come to this kindergarten training school after having had one year's training in social science, history, geography, science, applied pedagogy, observation, practice, and criticism in grades. They have also worked in modeling, sloyd, painting, and singing. One cannot but congratulate a training school on receiving students in special work who are so admirably prepared along the line of general education.

Again we see another point of view in the following answers:

There is a possibility of having too great an elaboration of geometric sequences, but then again comes the technical training which is necessary to make the individual perfect in her work.

I think it necessary for the student to draw, not necessarily in perspective nor in minute detail, but in general outline, a few typical, suggestive sequences with the gifts. It is not always possible to find the things that one wants for reference in the guides

on the kindergarten work, and I don't know anything that will take the place of a gift book made out by the student herself. A great deal of the more laborious work can be omitted, but in any line of study a few lists and diagrams for reference are necessary.

In regard to supplementing Gift and Occupation with nature material and household work there was much variety of opinion. While nature work of some kind is used in all training schools, one teacher suggests a standpoint common to many when she writes of the material noted in section *b*. "To my mind it is only necessary to suggest this work, with the caution that it shall never occupy the place intended for the Gifts and Occupations."

In regard to basket weaving and constructive work it is advocated by some training schools for the kindergarten, and again others believe it to be better adapted for connecting class and primary grade.

One training school uses cooking, weaving, sewing, and basket making as supplementary work, and connects them with the teaching of science and history. This school also adapts this work to the making of Christmas presents. In another training school the students have a course in mat and basket weaving and doll house furniture. They work with fiber, rattan, and wood. Most of these exercises are original efforts on the part of the student, and are done in class.

There is much difference of opinion in regard to household work, as may be seen from these answers.

One suburban training school sends us the following:

Our environment is essentially natural, and its resources are the natural channels open to us, such as gardening, field work, weaving with rushes, grasses, and reeds, and all manner of constructive work. Household work is part of our plan. Students are given practical training and experience on these lines.

Another paper enters into additional detail on the subject:

We use nature material, also constructive work. Household work is done every day in kindergarten by our group of children. Students are also trained to do household work much as they do with children. A course of lessons on history of family introduces the subject; this is followed by ten lessons on practical work. Lessons are given in training class in construction work.

As an illustration of another point of view, a training school principal tells us that as her aim is to have a "pure Froebellian kindergarten" she does not admit household work on her list of subjects, and again from another city comes the following:

We do not do household work in the kindergarten; it does not belong in the kindergarten. Neither does elaborate basket weaving or constructive work, which belongs in the connecting class, after logical, developing work has been done in the kindergarten.

In regard to the next section, *c*, the answers are more unanimous. But three training schools require their students to repeat for their books all the work done in class. Some require a portion only to be repeated, and the majority do not encourage a duplication of this handwork. In some training schools note-taking on occupation work in class is translated objectively at home. One correspondent writes:

c. We require but a representative portion of the Froebel occupations to be mounted and preserved.

Another training school advocates a repetition of all class work at home because:

Even when work is done by the students in class, we find it necessary for them to repeat this work for their books, otherwise they do not retain it even in their minds; and it is necessary for them to have something permanent to show for every line of work done.

In regard to the use of the larger material noted in section *d*, we find it is either, as in the majority of cases, not used at all, or used only as supplementary to the smaller. From one training school where the larger material is used as supplementary to the smaller, or standard sizes, 5 x 5 cutting paper is advocated, while "small weaving mats and few of them" are suggested.

In another school under this section we read as follows:

We use the larger material in both Gifts and Occupations for the most part. Occasionally we use the small (or standard) blocks, and in the small amount of parquetry I think the small papers were used for pasting, because they occupied less space.

Again we read that elsewhere they do not use the larger material, "finding it impracticable and not in accord with the fundamental ideas of the kindergarten."

Again we quote as follows:

We do not use enlarged material except once in a while for illustration, and to show mothers and kindergartners that they may make the small things in large; if they want to, to illustrate size, but the size of the materials in the kindergarten is especially and exactly adapted to the needs of the little children; they love the small things rather than the large ones, as has lately been demonstrated by the people who have been investigating along this line.

SONGS, STORIES, AND GAMES.

In regard to graded work under this head, one teacher writes:

We recommend our students in their work with the children to "grade" the songs, stories, etc.; in other words, to adapt them both in form and content to the general stage of development which any special group of children has reached, the *stage* not always being governed by the *age*, of course.

Again we read from another training school:

We realize a lack in the grading of songs and stories; particularly we are apt to overlook the younger ones, and to give too much attention to the more advanced pupils.

Another teacher writes:

The students have their songs and games with a specialist, and this work is planned with reference to the ages of all children which would be met in the ordinary kindergarten, the simple as well as those more advanced.

Another answer suggests that the students are "led to do their own grading," and again it is noted that graded work properly carried on would be a good idea.

Miss Paulsson's method of teaching the subject is so helpful that we give it in full:

Since the usual tendency is (in my judgment) to give stories of too mature and elaborate character, I dwell particularly on stories for the children of three and a half and four years of age.

My method varies somewhat with each class. The general plan is to give two rather informal talks on what kind of stories young children need; why certain kinds, valuable later, are unsuitable for three, four, and five-year-old children. After these discussions the students write one original story, and select (not from any of the kindergarten collections) stories which they think agree with the principles of selection which have been given in the discussions. The student gives title and author of selected story, also writes out what particular value and influence she thinks the story has for children. In the second year the students again write one original story and suggest others. The object of the requirement of an original story is to learn how well the *individual student* has grasped the ideas given in the lectures.

In answer to section *b* of the same subject, as to choice of songs, stories, and games for three-year-olds, many suggestions are given. We quote several:

b. Selections from Mother Goose. Short stories of domestic animals and such rhymes as "Ten Little Squirrels."

And again: "Simple fairy stories, myths and legends, also nature stories; Mother Goose and home stories."

Folk tales and jingles; a few of the old fairy tales. Those that are simplest; those that contain element of repetition.

Stories from many sources, in which the action is simple and the dramatic *personæ* limited to two or three.

A book recommended is "English Fairy Tales" by Joseph Jacob, a typical example of which is found in the story of "The Three Bears"; also "realistic stories are encouraged for the younger children, relating everyday experiences in story form," and, "stories that enhance a common experience that a child can feel," are recommended for children of three years.

From one correspondent we read: "Children of three do not need regular, formulated stories so much as sympathetic conversation upon topics of mutual interest."

In regard to the games, in many instances the same method is pursued. From one training school we learn that for the three-year-olds the games preferred are: "Simple ball games—the younger children seem to enter into the games more equally than in other parts of work."

"Games of running and hiding; Neidlinger's Songs, and some simple choruses of the songs sung by older children," are also suggested. "Songs chosen for brevity, simple air, and clearly defined action or thought," are recommended. As an example of these last named qualities, "tho not perfect in itself," Elliott's "I love little pussy," is cited.

In regard to section *c*, the *method* in use in a study of stories, many answers show that excellent work is being done in different training schools. One teacher tells us that her students "bring lists of old stories, fables, myths, fairy tales, Bible stories, etc., which are and may be adapted to kindergarten children.

She says again:

We discuss the general benefit of stories on the mind, life, and character of the race and the individual; the effect of specific stories on the lives of children, always backing our conclusions; inductively we analyze the immortal stories and try to find the life principle in them. We discuss the doubtful stories to find if there is anything but *sentimentality* as ground for doubt. We study stories from the standpoint of artistic form and content, and discuss the needs of a *good* storyteller.

Another thoughtful specialist in this line writes:

The story work is approached from the psychological standpoint, involving a study of the characteristic modes of the child's thought. From this the characteristics in a story that will appeal to children are obtained, and these are verified by an analysis and discussion of standard kindergarten stories. This leads to the kinds of stories, and these are then analyzed and discussed. Practice in story-telling and writing follows.

Again, to quote from four different training schools, we read:

I give two lectures, with illustrations, upon "The Art of Story-telling." The students get from the practice in kindergarten the stories used thruout the year, and in addition I give them fables, myths, nature stories and historical stories, many of them "made over," of course.

Stories are sought that enhance common experiences, also clearly embodying a truth that children can feel.

We study the principles that underlie the best literature for children.

Our students tell stories, review books of stories to determine their value, and adapt stories for different ages of kindergarten and school children.

In regard to the making of outlines this valuable method is not used as frequently as one might wish. In our judgment, from the double standpoint of mental training and time saving, it is of great use to the student. One correspondent writes that for "the first time that year short outlines were used with good results." Another well-known educator writes: "I think the making of outlines might be a very desirable thing."

Under the questions of symbolism in stories, section *d*, the answers present great variety of conviction. We quote some of the most suggestive:

The symbolism in the stories named is quite beyond the children's capacity. I think the term "symbolism" is wrongly interpreted in many instances. The literal fact can only be symbolic of the higher truth when the higher truth itself is grasped; it is not, therefore, truly symbolic to the child who has as yet no perception of the higher.

The symbolism of the stories mentioned seems to be beyond the comprehension of kindergarten children, as it deals with *abstract virtues*. I find tho that the symbolism of old nature myths is a delight to many children of five or six years. It deals more with the concrete—that which they can see for themselves. It relates to their own experiences.

Mrs. Gatty and Andersen always need adapting, but I have

found the "Lesson of Faith" very possible. "Ugly Duckling" needs the omission of a few misfortunes, and emphasis upon the fact that it is hearts and not feathers that *really* matter. He had a swan's heart all the time. But *many* stories are for the adult entirely. We miss the child's point of view many times.

Many symbolic stories are beyond the child. One rule we observe is that the child needs to have known or felt that the symbol is to teach.

We have found the symbolism of many kindergarten stories beyond the capacity of kindergarten children, especially the stories of the Knights.

Here are the answers from a similar standpoint:

Have never used the "Ugly Duckling." Have adapted the "Lesson in Faith," and tell it as a story, and do not worry whether the children get the symbolism or not. If they do, well and good; if not, it is a good story.

These stories can surely be made *interesting* to children, the matter of symbolism aside.

These two stories, and some others, have proved very satisfactory as stories, regardless of symbolism."

This answer seemed to us suggestive:

Each child, as each adult, gets just so much as his stage of development permits.

And now for the two final quotations on this phase of our subject. One correspondent thinks the symbolism of the two stories cited is "not beyond the capacity which young children should have," and the next writer says:

No, I have not found the symbolism of the kindergarten stories beyond the capacity of the children. Mrs. Gatty's "Lesson of Faith" has been readapted to the kindergarten by Miss Harrison, and is quite within the comprehension of the little child. But how much the symbol teaches him we do not know now, nor shall we know this side of heaven.

In regard to section *e* we quote two answers:

Our students have adopted and simplified some such stories, but because of the idea above expressed I do not emphasize the so-called symbolic story.

The idea referred to is found in the first answer of the same writer, given under Symbolism in Stories.

I require students to remodel stories like "Silas Marner" (the episode of little Eppie only), "Paul Revere," "Sir Launfal," and many of Andersen's which are too negative.

In regard to the last, section *f*, one correspondent suggests that the games are more satisfactorily graded than the stories now in kindergarten use. We find training schools using the same principles here as elsewhere in the work, tho from the general tenor of the papers it would seem well to systematize this work more definitely than has already been done.

The following answer seems very comprehensive in regard to the teaching of songs and games:

The work in music we grade to cover the needs of the baby table as well as those of the older children, and also the needs of the teachers or training class, whose general musical education seems equally important.

MUSIC.

Out of the nineteen responses to section *a* of this question, on the teaching of sight reading, fourteen are in the affirmative, with a variety of reasons given in explanation. Several correspondents say that sight reading is deemed necessary in the examination in music in various cities, and in one normal school it is required for entrance into the kindergarten department. In this training school a twenty weeks' course is provided with five recitations a week, each forty-five minutes long. A study of elementary music and kindergarten songs is given, and no student is graduated from the school who cannot meet the demands of kindergarten music in the public schools of the city.

Four training schools use the Tonic Sol Fa method.

One correspondent says: "Good musical ability is one of the requirements of my school." Another writes that with their students "sight reading is part of the work in the development of staff notation and elementary theory the basis of both the piano and voice work."

Again this suggestive answer comes to us under section *a*: In connection with vocal training and song singing "interpretation and good tone production" are emphasized, also the students are asked to compose "simple phrases and melodies," thus "encouraging creative work." In regard to section *b*, the teaching of instrumental music in training schools, we find that a minority only regard instruction on this subject as a necessary part of kindergarten training.

A few answers are, however, very encouraging.

One teacher writes:

We give an important place to our piano, as it plays a large part in the songs as accompaniment, and in the marches and skips and other rhythmic work, it is basic, essential.

In another school:

Instrumental music is carefully considered in connection with programs; also good marches and rhythms insisted upon for general use. Compositions are analyzed, intelligently read and phrased before the class by different members. Private lessons are encouraged.

Again, in connection "with sight reading, elementary theory and training in singing," we read that "the students are directed in their practice of instrumental music, have suggestions given them for the selection and performance of the appropriate class of music, and play in the kindergarten in connection with their practice teaching."

Instrumental music is taught in another school "one hour a week for one year; it is class work, and the aim is to help those who do their playing in the kindergarten," while from another quarter we learn that the students have "accompaniments played and criticised by those who already play."

Again, the music is "taught by a specialist who is not a kindergarten," and "some special attention was given for part of the senior year" to instrumental music.

One school is happy in having a trained kindergartner who is a musician, and who gives "special instruction in instrumental music in our training classes. All students, even those with a small amount of skill, are supposed to do some playing before the class and the teacher, receiving and giving criticisms and suggestions as to what they have done."

We learn that in another training school the elements of music are not taught, but that a special teacher is employed for vocal music and "the study of rhythm as a basis for piano playing" though "do not teach notes" is added. This answer is difficult to understand.

From the same source, in regard to section *c*, the teaching of rhythm interpretation, we read:

Have had special work in rhythm, but do not believe it should take precedence of everything else, as seems the tendency in some directions.

One answer assures us that this question is not fully under-

stood, and again, as two cheering contrasts to the above, we have these two statements:

Rhythm is always considered as a fundamental part of the training, both for the training class and the child, and we give it much time.

c. Rhythm is enlarged upon in connection with physical culture principles, free rhythms, marching, skipping, imitations, folk and kindergarten games, Greek ball games, Indian clubs, simple athletics. Rhythm is not only used for interpretation, but as a reaction for physical development.

DRAWING, COLOR WORK, CLAY MODELING.

Section a. How do you teach these subjects? brings many interesting answers. One specialist writes thus comprehensively:

We teach clay modeling first of these three subjects. The students are taught as free a use of the clay as possible, modeling as many natural objects as there is time for in a series of five or six lessons. We give the students enough to teach the possibilities and difficulties there are for the *children* to encounter.

Drawing is taught with special reference to its decorative value, i. e., the right thing for any given place. This includes all manner of nature work, landscape composition, and illustration. From the beginning it is creative and elementary of course. Charcoal, brush work, and chalk are used. A little perspective is given, enough to enable the student to draw a landscape correctly, or an interior.

All the work is free-hand, much of it memory work, *after* a study of the object or *subject*.

Color is taught thru the use of colored papers and water-colors, including poster work, the making of a design from a flower, outdoor sketching, making kindergarten calendars, etc.

The work is intended (for the student as well as the child), to be original and self-expressive.

Again we read from another training school:

Drawing, color work, and clay modeling are taught as mediums for closer and more intimate expression. There is no method, but the personal aptitude of each student is developed and directed by a process of criticism and analysis of the various aspects of mass and line, light and shade, structure and proportion. Colored chalk and water-color are used, and not paper, for the study of color. Students are led to see and help to express what they see.

The following outlines of work seem suggestive:

Our work in drawing has included a brief study of perspective, followed by drawing of type forms and objects resembling the

type forms, fruits, vegetables, etc.; drawing objects of various kinds; rapid life sketches. The home work included illustration of stories as well as drawing of objects. We have also had a little designing. Our color work includes making of washes in three tones, sketching fruit and flowers, designing book covers.

In clay modeling we make type forms, fruit forms, copying simple reliefs, a very little life study (rapid reproduction of pose).

Another teacher writes:

In preparing plans our students model what the children would model. The same is true of drawing and painting—landscapes, as nature records of seasons; aspects, of tree and plant and animal life; stories illustrated; experiences recorded of all kinds that contain the picturesque element.

One school is happy in having a kindergartner as an art teacher. This school seems most fortunate in having its music and art in the hands of a specialist so trained. It stands alone in this respect among all our correspondents.

It is encouraging to hear from another quarter that:

The students are taught art work *as we wish them to teach the children*, using art primarily as a means of self-expression in relation to story, nature work, and program. The teacher guides and directs, and when necessary suggests the best way to handle the materials so as to produce the best results, etc.

From two quarters we learn that a course in Froebel drawing is given in order, to quote one correspondent, "that the students may understand the principles involved." We learn in another paper that the art work of this training class is "correlated with the kindergarten Gifts and Occupations." And again, that in color work the students "make a color book," and have "theory and practice in the use and combination of color." Color is given in another school in the "proper use of paints, water-color, colored crayons," and drawing is taught "in mass without outlines." Again, drawing is taught thru the medium of blackboard, charcoal, or crayon. Simple work is given in water-color and in clay modeling "simple forms" are "related to type forms." Again we find "clay modeling taught by a sculptor," "water-color by a water-color artist." Then we read of "drawing and paper cutting" taught by a special teacher of drawing in the public schools. We next read of students going to the art department of a large institution, of which the kindergarten training school is a part, and, in addition to this work, the principal writes:

We give color work and clay modeling in the kindergarten de-

partment, enough to develop the students and teach them how to work with children. We have more than is given in most training schools of both drawing and clay modeling.

In most schools the "art work is in the hands of special teachers." We learn of "free-hand drawing by a special artist," and of the "modeling of life and geometric forms, dictated and free."

Another correspondent writes that when the students enter the kindergarten training school they have already had a year's course in drawing, covering from three to four hours a week," and that this course does not include a great deal of clay work, and that the students are also supposed to have had water-color work, as well, before specializing in kindergarten training. This work is, of course, in connection with a public normal school. The last teacher to be quoted in this connection says, that in her training school "the work is given correctly but simply. No effort is made to emphasize these subjects. Believe the kindergarten is a school of nature, not of art."

BLACKBOARD SKETCHING.

Many of the training schools have taken up blackboard sketching with hopeful results. We read of a "most delightful course given in blackboard drawing, in which each student not only works by direction, but illustrates stories and talks, at times very rapidly, and then again with more care and thought."

And another correspondent writes: "Blackboard work is taught for the purpose of illustrating; also ink and charcoal story-illustration are given."

We read again that the students in another school "learn to illustrate stories, but not in any set way, but are given the principles of composition and perspective. During the entire first year they have weekly training in drawing with charcoal and chalks. The second year's course includes landscape paper-cutting, illustrating, and water-color study."

In one public normal school we learn that this work is under the supervision of a specialist, and in another school of the same class we read that "ten weeks are given to blackboard sketching," and that, at the end of this course it is found that students have acquired ability to illustrate stories and programs. One training teacher writes of what she considers "a very good method" of blackboard sketching, "whereby a gray tone is put in by eraser, then

shadows taken out with chamois, and high lights put in with chalk." She writes of this work as "rapid and effective."

Five schools report blackboard sketching as part of their course, without making special comment on method, and a sixth school reports that their students have practice in illustrating stories, but not in using the blackboard to convey the nature or program thought of the kindergarten. Another school reports, "one lesson per week for two years is given to blackboard sketching."

We read again of stories and programs illustrated with colored crayons, and that stories told in class are drawn by the students. Again we learn that stories, programs, and nature work are illustrated by blackboard sketching, water-color, and clay modeling, and in one training school where they do not have blackboard drawing the principal thinks they should have it incorporated with their other work. A final answer on this subject we quote in full:

We do not use blackboard drawing to any extent. Believe in cultivating the imagination and not giving a physical representation to everything presented to the child.

In regard to section *c* of this subject, "how are your students trained to teach drawing to children?" we find again an interesting variety of opinion. From one normal school we read from the principal of the kindergarten department this truly scientific answer:

In the class in kindergarten theory (my own class) students take up the subject of the child's modes of expression, and children's spontaneous drawings are examined and discussed in the light of the recent child-study literature on the subject, such as the articles by Sully, Earl Barnes, O'Shea, and others. This knowledge is built upon by the art teacher, and students are taught how to lead children from the stage of crude drawings to more correct and artistic productions.

One other training school reports work along somewhat similar lines. The principal writes:

c. In connection with these classes where the students are gaining skill and ability to interpret, they study Sully on the "Child as an Artist," and are referred to Dewey, Brown, and Lukens as to best methods of teaching drawing to children.

Again we read that the student is trained to present to children "conditions for the formation of clear images, and to give at the right time the right materials for expression."

A special teacher writes us that in the thirty lessons a year

given to the class the students are trained by discussion and the giving of normal lessons to apply the principles of art to the children. Again we read that the class is trained "by suggestion, with an occasional 'showing how' upon the teacher's paper, never on the child's."

Another paper suggests that as "the children draw on blackboard, and use crayon and brush as frequently as they build with blocks, the teacher must be able to guide and direct them," and we are led from this statement to infer that this method is followed in the training class. In another school the students are trained to guide children "to criticise their own drawings and compose with objects" along the line of imaginative drawing, object drawing, and the illustration of stories. The end in view is reached according to one training teacher "by our endeavoring to have every kindergartner draw." And again, the students are led to train the children to self-expression in this line "by their own spirit and work." Again we read:

c. Drawing in the kindergarten is a language, means being furnished for self-expression with pencil or crayon. Guidance should lead to observation and increase in skill.

Another principal writes:

They should guide the child to observe, study the object, and express freely; to reproduce with the hands (I believe in the use of both) all the simple objects which are met, both upon paper and blackboard—sometimes in color.

One answer is to the effect that in the art department of the institution to which the kindergarten training is affiliated the students are trained "in all the lines of work here referred to." We next meet the statement that "very little training is given outside of the observation in kindergarten," and again we infer from another answer that, as no definite work in drawing is given to children, besides allowing them free use of the blackboard, the student is not trained in any method of guiding their work.

Three answers, which we append in full, present an opposite view to the majority of the papers already quoted:

I do not believe that little children can be taught drawing. They can be helped by suggestion, or by sketches drawn for them, but I do not believe that they can be taught it as can older children.

We do not believe in a method of drawing being taught the

children. Awaken the interest, give them the medium, and the expression comes. Judicious criticism of their work teaches.

We believe with Froebel that sewing, folding, stick laying—all tend to correct ideas of form, and are preliminary to drawing. By drawing too early children get fixed ideas of incorrect form.

SCIENCE.

In regard to section *a* of this subject we learn from the principal of the school whose art and music are taught by trained kindergartners that such a specialist has charge of science and nature work as well. This subject is taught more as a preparation for primary teaching than for the kindergarten. We read as follows:

Our tendency is to use less science and nature work than in days past. We use nature work, such as the effect of weather and the seasons in connection with human activities.

From a normal school we learn that, in the kindergarten department of this institution "twenty weeks of biology as a pure science is required."

The principal writes:

Ten weeks of nature study has recently been added, which is to be given by the teacher of biology. Before this, however, I have taken up nature topics in connection with kindergarten programs.

From another normal school we read that the nature work in the kindergarten department consists of "observation of the more striking obvious phenomena which goes on all the time. It is extended by correlation with stories and by experiment."

Another training school sends us the following interesting outline of method:

Our nature work consists in the study of plants, animals, birds, etc., in natural environment and relationship. Field work is supplemented by nature talks planned to arouse interest and intelligently direct observation. All work is planned with relation to the different seasons and what they bring with them.

Again we read:

We use science work pure and simple. Certain kinds of science work are applied in the various subjects of different departments. Science lessons have averaged twenty hour lessons per year.

Another principal writes us that, in her science class "the 'Story of the Earth' was unfolded, and this story was supplemented by lectures from specialists of the State University on 'Birds, Physiography,' etc., and on 'The Observation of Common Things.'"

From another training school we learn that "our science work is all 'nature work.' Field excursions with an expert botanist are our best work, but we have classroom work also. Nature's phenomena is the *background* of all our programs."

We find in several schools that nature work is taken up incidentally with the program class. In one paper we read that it is "made the subject of talks as well as written work"; in another school we learn that nature work occupies "the major part" of the science teaching, while a third correspondent tells us that the endeavor of their work is "to find what is the child's interest in nature and how most effectively to meet it." "Students are expected to adapt scientific facts to kindergarten use, either in story or conversational form."

This comprehensive work is given at one training school:

Definite course in the study of plant life; lectures on the life and growth of animal organisms, and general suggestions thruout the year for the treatment of natural objects and phenomena with the children.

We learn again of "a nature course of twelve lessons a year, and that "incidentally nature work is touched on constantly during a two years' course." And, in another school, we find a kindergarten linking the science teaching with the seasonal thought as presented to the children. From another answer we read of a specialist having a course in science with the students, and that "the stories, such as you name, are given in the story class."

Another principal writes:

The work done in science is more scientific than the line you suggest, as the belief here is that after a person has gained some scientific knowledge and the right attitude toward nature, she can prepare her practical application herself.

The first part of this answer shows a misunderstanding of the question, which was not meant to imply a lack of scientific method.

Two courses in science are outlined as follows:

The training includes lessons on animals, plants, and minerals from the standpoint of nature work, with emphasis on the seasonal order. Suggestions are made of materials and uses rather than the presentation to children. (Taught by specialist.)

A course in science pure and simple is given first, this supplemented by adaptation to kindergarten in the form of stories and painting lessons, this adaptation being a regular part of the training work.

The two final words on the subject present a different point of view to those answers already given. We quote as follows:

I tell nature stories to my children occasionally (but I do not believe they care for them), but I do not include such work as a part of my work with my students.

And again we read:

I believe that science is for the teacher and not for the child. We base our program and all our work upon scientific principles, but lead the child, thru the observation of nature's processes, to see the law behind.

In regard to section *b*, under the head of the "Teaching of Hygiene," in connection with the study of science, one principal writes in answer to this question:

Yes, we have a very careful and thoro course given by a specialist, including all subjects indicated, and some work on children's diseases—that is, so far as they relate to the school.

Another says: "We have a course of lectures on these subjects given by a physician."

Again we read:

We have had this year lectures upon eyes, ears, diet, fatigue, and ventilation, but the work has not been carried on as systematically as it might have been. We have the services of specialists at any time for lectures.

In another school we learn that the training class have had "some study of heating, ventilation, light, and seating, in connection with program and primary work. No study of food and clothing."

One answer reads as follows:

We have no special scientist in charge of elementary hygiene, altho these subjects are discussed in connection with regular theory and practice of the kindergarten. Lectures from physicians are secured from time to time.

And in another training school we learn that "much work of this kind comes, by the way, in the conversations given each month upon the journals of observation; also in the talks upon the conduct of mothers' meetings."

This happy combination occurs in one school in connection with program work:

Special talks on the care of a child are given by a mother of four children.

In relation to the same subject we again read:

Regarding the kindergarten room, and like points, this comes into our regular lessons on program.

Regarding the health, food, and clothing of child, these form subjects of talks by physicians and trained nurses; these have been given oftener at mothers' meetings than in training class.

Five training schools report in the affirmative in regard to this question. Again we read of "some work in kindergarten hygiene such as you mention," and of "the application of hygiene in the program class," and that hygiene is taught "to a certain extent in our advanced course." One teacher writes us that it is the hope of her training school "this year" to have work in this line, while another states that they have done "nothing systematic in the line of elementary hygiene."

We also read that "our training in this direction is indirect in connection with the model school."

Our two final answers on this subject read as follows:

No, I do not include any work in hygiene, tho I think some of it would be of advantage.

The pupils of training class are supposed to have science as a preparation, so use no text-books. The following subjects are taken up, with their practical application to the work with the children: The nebula hypothesis—sun, air, water, fuel, shelter, food, clothing. In natural history—the grasshopper, bee, ant, butterfly, wasp, birds. In botany—germination, seeds, parts of plants and flowers.

PSYCHOLOGY.

In regard to the question, "Do you link psychology with child study," the following answer we give in full as more nearly giving what seems to us the true method of treating this subject in connection with kindergarten training.

We do link psychology with child-study, students bringing in observations on all subjects studied in class; no attempt is made to make technical psychologists of the students. Only those phases of psychology which bear directly upon the problems of teaching are emphasized, such as sensory and motor training, instinct, habit, imitation, imagination, interest, will, emotions, etc.

Another answer seems to us most comprehensive. We quote it in full:

We teach this subject, first, from sociological and psychological points of view; second, as psychology applied; third, survey of different modes, past and present; fourth, with relation to laws

of mental development under conditions governing local groups.

We read from a third training school again:

It would be more exact to say I link child study with psychology, as I endeavor to have the students discover the application of psychology to the children in kindergarten practice and psychology in the Mother Play.

In a normal school we read that in the kindergarten course this subject is taught for "twenty weeks, with five recitations a week," and that the work is "related to child study."

Another teacher writes us they "base all the work upon applied psychology. Pupils must have psychology before they enter. Link it with pedagogical principles applicable to every grade."

We read again, in answer to the question, that the two subjects are linked, this being "the only way to make psychology practical."

One training school reports that they give their students "one year of work and two periods a week," and another tells us that psychology is taught "with definite text-book work in junior year, and child study by original experiment in senior year."

Again we learn that the teaching of psychology "is not practical," and that in another school "the application of psychology is part of the theory class work."

Eight answers relate these two subjects, and we quote one principal, as her answer is typical of several others.

With us psychology is child study, and child study is psychological. *Psychology* underlies *all* we do with gifts, games, occupations, stories, and program work.

One training school reports the work in the hand of "a specialist," and two imply this by their answers.

Another principal writes of connecting psychology "with the Mother Play form of child study, not with physiology," and finally we read in answer to the question, that the school in question does not link psychology with child study in the modern sense of the term.

The distinction between the study of childhood from Froebel's point of view, and child study in the light of recent research, is not clearly made in many of the answers. In a general way all educational method begins with child study, the question points to modern methods of research in relation to the child.

(To be concluded in December number.)

THE SPECTATOR GOSSIPS ABOUT CERTAIN PUBLIC SCHOOL KINDERGARTENS.

A DELIGHTFUL morning was spent recently in the — school, Chicago. The visitor was made happy by an invitation to join the circle and exchange ideas and experiences with the small neighbors. It was Monday, and after a rehearsal of the doings of Saturday and Sunday the director summoned all around her knee preparatory to telling a story. (If you have never tried this maternal, twilight-hour way of gathering your children about you, why not experiment?) But meanwhile a curtain of clouds had rolled down, and the patter of drops was heard amid the din of a terrific thunderstorm. Did those children exhibit any fear of the crashing storm? Not a bit. They merrily tapped the sound of falling rain upon chair or floor, and joined the sound of childish laughter to that of rattling thunder. The Spectator could but contrast this picture of merry, fearless childhood with visions of those children (?) of mature years who, upon the approach of an electric storm, make a dash for feather pillows. Nervous fear of a storm is sometimes congenital, but is more likely to be the result of imitation and contagious sympathy. These kindergarten children who so early learn to regard the storm as a somewhat riotous friend, have certainly been spared much future anguish of spirit. W. H. Neidlinger's little song, "The Thunder," did much, he tells us, to help his little son to recognize the storm as a good friend to the waiting world, and hence anticipated any groundless fears in the future. This morning the alert teacher soon realized that the children were in no mood for the story, so she wisely postponed its narration.

They had been many times to a neighboring park, and were now vitally interested in reproducing it in miniature. One end of the very broad window-seat was devoted to the small pleasure ground. In the center of this rose the fountain, whose decorations of birds and children had been modeled by the little ones. The delight in this fountain rendered much more intelligent the interest with which a group of children went to look at the rain-water as it rushed and "struggled out from the throat of the overflowing spout."

From this fountain extended four paths paved with Hennessey

blocks. Tiny shells bordered these, and shrubbery of twigs made the whole most realistic. It took one small girl quite a long time to study out how to lay the paving blocks in pleasing arrangement from the central fountain. At one table park benches were being made. The seats were Hennessey blocks, with substantial legs of spools well glued on, and the backs were made of slats.

A daily luncheon is served here. The refreshments consist of one Uneeda biscuit apiece. But simple as the meal is, it is served as ceremoniously as if several courses were in prospect. Order, courtesy and fair play were all exercised, as neatly folded paper napkins followed by the light refreshments were passed to each one. The crumb-brush followed after.

One wall of this interesting room had a very effective decoration. The trunk and branches of a tree had been cut from large sheets of dark brown cutting paper. This was, so to speak, life-size, and was pasted to the wall of an alcove. Then, oak-leaves had been attached in appropriate places, and birds and squirrels cut out and painted by the children flew amid the foliage or peeped from the branches.

Did you ever pick corn from the stalk in a city kindergarten? Some gleeful children did last year. The harvest preparations for the long winter were under consideration. The enthusiastic teacher had secured a couple of dozen cornstalks, from eight to ten feet high, and the wonderful gift of Hiawatha was stacked in the center of the circle. A couple of boys were turned into steady, old farm-horses, and harnessed to a large market basket. The farmer drove them to the field, and assistants were chosen to help pick off the ears. Every child in that settlement kindergarten had the experience of pulling a real ear of corn from its mother-stalk. Later, the children husked and shelled the corn, strung some of it, ground some of it, and cooked it. The older children made little bins with sides one foot square, by nailing together pieces of wood measuring one foot by one inch. In these were placed corn, apples, potatoes, and other vegetables, making a most attractive little row. The children took great pleasure in Mrs. Gayer's noble and glorious hymn, "For Peace and for Plenty." The making of corncob dollies and houses was a happy Thanksgiving occupation. They had made, under the teacher's supervision, a calendar for November which was interesting and effective. The general outlines of field, road, hill, etc., had been drawn in. The

children then, with chalk, filled out the field of yellow grain, the winding road, the solitary tree. To the right was drawn the grocery window with bananas suspended, while below were shown the harvest pumpkins and apples. Another kindergarten once made a strong appeal to the visual sense, at Thanksgiving time, by placing in the circle a pyramid of fruit and vegetables, brought by the children for final distribution to needy neighbors.

A happy little play was once witnessed in another kindergarten room. The children were ranged in two opposite lines. One row joined hands to represent the irregular, moving line of the surf upon the beach. The other set were children wading in its waters. They played at removing shoes and stockings, and then ventured in. As the water line advanced, the children raced back, and then, as the waves retreated, the little folk ran forward to challenge them again, and so the play continued, till a word from the teacher, and, presto! the breakers became children and the children breakers, and thus each had a turn. It is interesting in such a simple play, to see how very real the experience becomes thru exercise of a lively imagination and a lively body. The same exhilaration and fun attend the play with imaginary snowballs, as the spectator can safely aver, for has she not had the pleasure of participating in the game.

The rhythmic exercises in some of the kindergartens suggested the following observations: It would seem that before we expect the children to enter heartily, or intelligently, into a representative play, that in some way they should be given a vivid mental picture of what they are to dramatize. If we ask them to show in hop, skip, or jump what the music says to them, that is one thing, and we are surely imposing an arbitrary law upon them if, because some musician has called her composition a "wheelbarrow," "horse," or "bird" rhythm we insist that the children shall so interpret it. If it says "butterfly" to them, shall we say "no, you must be a snowflake," and so put a brake on the just starting train of the creative imagination? But if they are trying to express the flight of the bird, or the hop of the rabbit, or swaying of the tree, let us create either by story, talk, picture, object, or all combined, such a vivid picture in the child mind that the dramatization cannot fail to express the inner picture truly and joyously. We must forestall mere mechanical movement. When certain airs have been so often given that the children respond to them auto-

matically, we may be sure that for the time being their value as a means of self-expression has been lost. The look in the child's eyes will often indicate whether his inner thought is controlling his body, or the latter is responding only semi-consciously to a familiar stimulus.

WHERE POPPIES GO.

ALICE N. SPICER.

P	OPPIES red	Little one,
	And poppies white,	God sent me down
	White and red	From the place
	And all so bright,	Where smiles are grown.
	Tell me, poppies,	For a little minute now
	Are you given,	Here above the ground I blow.
	Or only lent	Then, when snow
	To us by heaven?	Is in the air,
	For you live	And the earth
	So short a while,	Is bleak and bare,
	Only long enough	From your window
	To smile.	Look and see:
	Rocking softly	Shall you find
	To and fro.	A trace of me?
	Laugh a little,	No; but in your
	Then you go.	Heart and mind
	Leave bright garments	There you shall
	On the earth	My spirit find.
	When your spirit	Rocking softly
	Has its birth.	To and fro
	Poppies, tell me	Spirit poppies
	Where you go	Smile for you.
	When the seed pods	Planted poppies
	Only show	Are but lent,
	Where you stood	Soon their brightness
	Upon the ground	All is spent;
	Ere your spirit wings	Spirit poppies
	You found?	God has given,
		You shall see us
		All in heaven.

THE KINDERGARTEN MOVEMENT IN WISCONSIN.*

NINA C. VANDEWALKER, MILWAUKEE.

THE educational system of Wisconsin is full of interest. Tho but little more than fifty years have passed since the state was admitted to the Union it has already won distinction by its enlightened educational policy. Its system is not yet completed, however, and the coming years will add many a chapter to its educational history. The data for one such chapter have been accumulating during the past three decades. To organize the obtainable data concerning the origin and growth of the kindergarten movement in the state is the purpose of this article.

Among the many lessons impressed by the philosophy of the kindergarten, none has received greater emphasis than that pertaining to the value of early childhood for educational purposes. The framers of Wisconsin's constitution evidently recognized the possibilities of these years, since the school age was fixed at four. But the four-year-old child is an educational problem differing materially from the problem presented by the child of five or six. When the educational needs of the four-year-old are recognized, this early entrance is a distinct gain; when those needs are disregarded the time is wasted. The law itself was a prophecy of the kindergarten.

In putting the school system of Wisconsin into operation, however, the people often lost sight of the fact that the customary first grade work was originally intended for older children, and that the new conditions required a new régime. The time-honored tendency to overcrowd the primary grades, and the customary plan of placing the teachers of least experience in charge of them, have heretofore been the chief causes for the poor primary work so common in the schools of the country. A third cause is found when work intended for older children is forced upon four-year-olds without regard to their real needs. The primary work in many schools in Wisconsin is exceedingly poor because all of these conditions prevail. A new advocate of "children's rights" is needed to plead the cause of the four-year-olds in the Wisconsin schools confined to the tedium of the three R's.

*Copyright secured.

The fact that the customary first grade work is unsuited to four-year-old children called the attention of Wisconsin's educators to the value of the kindergarten at an early period, and its progress was watched with great interest. But Wisconsin is a state of small towns and but few large cities, and in the early years of the kindergarten movement in the country at large the educational attention was engrossed in the more general problems of school organization and management. Hence it was not until the early eighties that the kindergarten made much headway in the public schools. Since that time it has made admirable progress, Milwaukee having been one of the pioneer cities of the country, following in the footsteps of St. Louis, to incorporate the kindergarten into its school system. During the past five years kindergartens seem to have sprung up almost spontaneously in many a small town where it was hardly known that the seed had been cast. There are many cities in the state still untouched by its influence, however, and the kindergarten missionary can still find an ample field for effort within Wisconsin's borders.

It was for the purpose of getting the facts concerning the movement with some degree of accuracy that the writer sent out a series of questions the past year concerning the origin, growth, and present status of the kindergarten in the state. The replies to those questions form the foundation of this paper. The results of the inquiry thus made show that the kindergarten has passed the period of experiment among Wisconsin people. Public faith in it is strong, and public sentiment calls for it, sometimes to the embarrassment of inert school boards. Over 50 cities have adopted it and more hope to do so in the near future. There were found to be about 175 kindergartens in the state, with an approximate enrollment of about 12,000 children. Of this number Milwaukee has 45, Oshkosh 10, Racine and Superior 9 each, Sheboygan, Marinette, and Wausau 7 each, Fond du Lac 6, and the others a smaller number. The average number of children enrolled is 75, usually divided into two sections, one set of children coming in the morning and the other in the afternoon. In Milwaukee trained assistants are the rule, but in the smaller cities assistants with little or no training are often employed. Why the kindergarten should need an assistant more than the primary teacher is a question often asked by those who do not understand the nature of kindergarten work. The work of the kindergarten is largely

manual, and this work cannot be done *en masse*, particularly with children of kindergarten age. It is in the musical character of the work, however, that the fundamental need for assistance lies. A kindergarten program with its songs, games, and marches, without musical accompaniment, would be Hamlet with Hamlet left out. The primary teacher who can do first-class work with seventy-five children is exceedingly rare. Good kindergarten work with such a number is impossible without assistance.

In the matter of professional training Wisconsin kindergartners compare very favorably with the grade teachers. Were uniformity of training necessary to kindergarten progress in the state the outlook would be dubious, for the Badger kindergartners come from nearly all sections of the country where training schools are to be found, and they represent all the varied interpretations of Froebellian thought. The Milwaukee State Normal School has the largest number of representatives, 85 of its 120 graduates being engaged in the state. The Milwaukee Mission Kindergarten Association has doubtless the next largest number, with Mrs. Treat's Training School, at Grand Rapids, Mich., a close third. The Chicago training schools are all represented, and many others outside the state, as well as the local training schools in several of the larger cities. The salaries of kindergartners compare quite favorably with those of the grade teachers. In twenty cities they are paid more than the primary teachers, and in nearly all the others they are equal.

That important adjunct to the kindergarten, the mothers' meeting, has not been neglected in Wisconsin, tho it has hardly received the emphasis that is its due. The establishing of a kindergarten in a community is an important step, but unless more than this is done the ideal of its founder has not been realized. If it produces no effect upon the school in changing the tone of its discipline and introducing more rational methods, either the kindergartner has not drunk deeply enough at the fountain of Froebellian philosophy or she has been mistaken in the character or extent of its application. But even this is less fundamental than the effect upon the home. Unless mothers learn to see childhood and motherhood in the ennobling light which the kindergarten philosophy casts, the kindergartner's own work can never yield its richest harvest. The kindergarten embodies a new conception of life; it is the idealistic philosophy reduced to practice, and unless

this is recognized and practiced the kindergarten has failed of its highest mission. The agency for this broader influence is the mothers' meeting.

The history of the kindergarten movement in Wisconsin is closely interwoven with the history of the movement in the country at large. It is not generally known that the initial impulse to the movement in the United States was given in part by a Wisconsin woman, tho that fact is stated in Boone's "Education in the United States." The woman in question was Mrs. Carl Schurz, of Watertown, Wis., a sister of Madam Ronge, who was largely instrumental in introducing the kindergarten into England in the early fifties. Mrs. Schurz had studied the system in Hamburg under Froebel himself, and had been associated with Madam Ronge in conducting a kindergarten in London before coming to this country. During a visit to Boston in 1859 Miss Elizabeth Peabody made her acquaintance, finding her playing kindergarten games with her hostess' children. But little was known concerning the kindergarten in the United States at this time, tho the many educated Germans who had come to this country after the Revolution of 1848 had brought the idea with them, and had taken some steps toward realizing it in practice. Dr. Henry Barnard's report of a London kindergarten exhibit, made by Madam Ronge, which was published in his *Journal of Education* in 1856, first brought the new institution to the attention of the American public, and a few additional articles had appeared concerning it at the time that Miss Peabody made Mrs. Schurz's acquaintance. Miss Peabody was an apt pupil, however, and by diligent study she mastered its principles sufficiently to open a kindergarten of her own in Boston the following year. That she soon became the leading advocate of the new movement is well known to all familiar with the educational history of the country. It is difficult to ascertain the harvest resulting from other seed that may have been cast by Mrs. Schurz's hand, but this sowing surely yielded a hundred-fold.

Mrs. Schurz's residence in Wisconsin was but a short one, and as far as known her enthusiasm for the kindergarten cause yielded no direct result in the form of kindergartens in the state. But she was not the only one in Wisconsin to spread the new educational gospel. The tide of immigration that gave Wisconsin its cosmopolitan character reached its highest point in the years

immediately following the Revolution of 1848. Among the people who came to this country to seek the freedom they had hoped for in vain in their own, were many men of education and culture, graduates of the universities of Germany, and familiar with its best thought. In 1851 the German-American Academy was organized in Milwaukee by just such men, and as early as 1853 they had discussed the desirability of establishing a kindergarten in connection with that institution. It was not until twenty years later, however, that this idea was carried out, and the first kindergarten in Wisconsin opened, Miss Dethloffs being the director.

But Milwaukee was not the only place in the state where the kindergarten idea had taken root. In Sauk county the Froebelian philosophy found an able exponent in Mr. C. F. Viebohn, county superintendent from 1868-1872. A kindergarten was organized in Baraboo, in this county, in 1873 also. In 1872 Mr. Viebohn was called to the superintendency of the Manitowoc schools, and here the kindergarten idea not only took root, but blossomed. The primary department, which was in charge of Miss Emily Richter, was converted into a kindergarten in 1873, and attracted much attention. As far as known this was the first appearance of the kindergarten in the public schools of the state. This kindergarten in the First Ward school is still in existence. Mr. Viebohn has been for a number of years superintendent of schools in Watertown, Wis., and he has been a staunch advocate of the principles of Froebel during his entire educational career.

The kindergarten interest, which had been awakened in Milwaukee by the action of the German-English Academy, was materially strengthened by the action of the same institution in 1874, in electing Prof. Wm. N. Hailmann to the presidency. Professor Hailmann was already known as an advocate of the Froebelian philosophy, having established a kindergarten in the institution of which he was president in Louisville, Ky., in 1868. His "Kindergarten Culture," written in 1870, had attracted favorable attention, and his address before the N. E. A. at Boston in 1872 on, "The Application of Froebel's Educational Principles to American Institutions," had marked him as one of the thinkers along this line. His wife had at this time returned from a study of the system in Europe but a short time before, and she established the first English kindergarten in Milwaukee in the Unitarian church. Professor and Mrs. Hailmann left Milwaukee after a stay of four

years, but in that time the kindergarten cause received an impetus that did much toward carrying it into the schools of Wisconsin during the next decade. Of Professor and Mrs. Hailmann's later work in furthering the kindergarten cause it is unnecessary to speak.

While the kindergarten interest in Wisconsin was thus being stimulated the educational world was watching with great interest the experiment that was being made at St. Louis, where, under the able leadership of Miss Susan E. Blow and Supt. Wm. T. Harris, the kindergarten was on trial as a part of the school system of a large city. The marked success of the experiment was a great stimulus to the movement in Wisconsin, since many of its leading educators visited St. Louis. Milwaukee was one of the first of the large cities of the country to follow the example of its sister city. The Milwaukee schools were at this time superintended by James McAlister, now president of Drexel Institute, Philadelphia. Superintendent McAlister was a man of force and character, and thoroly in sympathy with the latest movements in education. Realizing that the needs of the eighteen hundred children under six years of age then enrolled in the Milwaukee schools were not met by the customary first grade work, he became an earnest advocate for the adoption of the kindergarten, and satisfied himself by personal observation and consultation with Superintendent Harris and Miss Blow that the claims made for it were not exaggerated. In his efforts for the adoption of the kindergarten he was ably supported by Mr. Joshua Stark, president of the Milwaukee Board of Education, and Miss Sarah A. Stewart, who later founded the International Kindergarten Union, but who was at this time the principal of the Milwaukee city normal school or class. Miss Stewart's interest in the kindergarten had reached the point of enthusiasm before the time in question, and she had imparted to the students in training for grade work much of its spirit and method. In view of the increasing interest, a kindergarten was established as a part of this training school during the year of 1879-1880, Miss H. Fisher of St. Louis being engaged to conduct it. At the close of the school year both Miss Stewart and Miss Fisher resigned, but the work was continued.

The value of the kindergarten having been thus further tested, Superintendent McAlister formally recommended its adoption as a part of the school system in the autumn of 1881, and this rec-

ommendation was favorably acted upon the following spring.

Miss Stewart was recalled to Milwaukee and appointed director of the kindergarten already established in the city training school, and supervisor of the other kindergartens established in the city. As the training of kindergartners was involved in the adoption of kindergartens, this responsibility also devolved upon Miss Stewart. With her was associated Miss Mary McCullough, a Milwaukee girl, who had studied both in St. Louis and in the East, and it was upon her that the responsibility of carrying out the daily work fell. Miss McCullough fully realized the kindergarten ideal, and her early death was a great loss to the city.

The new movement was scarcely on its feet when Superintendent McAlister was offered the superintendency of the Philadelphia schools, which he accepted in 1883. This would have been a serious blow had not his successor, Wm. E. Anderson, been an equally zealous advocate of the cause. As may be imagined the problem was not solved by the establishment of a few kindergartens. Their general adoption was still to be effected, and favorable sentiment concerning them was to be created on the part of parents and teachers. To make the kindergarten an organic part of the school system, and to infuse the kindergarten spirit into the work of the grades, were the problems to which Superintendent Anderson devoted himself. Unfortunately for Milwaukee, Miss Stewart soon followed Superintendent McAlister to Philadelphia, and as no one was appointed to succeed her in the work of supervision and training, the burden of adjustment devolved upon Superintendent Anderson alone. There are few cities where the kindergarten has been so thoroly incorporated into the school system as it has in Milwaukee, and it is not too much to say that this is largely due to Superintendent Anderson's intelligent direction of the movement during its early years. When he retired from the superintendency in 1892, the kindergarten was firmly established. The need for a supervisor had been frequently pointed out, but it was not until 1895 that a primary supervisorship was created, which was to include the kindergartens. Miss Mary F. Hall was engaged for this position, but three years later the position was abolished with the positions of special teachers in other subjects, and the responsibility was placed upon the principals. Supt. H. O. R. Siefert is a warm friend of the kindergarten, and the effect of his unusual taste and personal interest is seen in

the improvement of the kindergarten work. Altogether Milwaukee may be considered one of the kindergarten strongholds.

The effect of Milwaukee's adoption of kindergartens upon other cities in Wisconsin would be difficult to determine, but the decade that saw them established in Milwaukee saw them adopted in several other cities, of which Sheboygan was the first and the largest. Kindergartens in Berlin date back to 1885; the one in Burlington to 1887; those in Bayfield, Baraboo, and Lake Geneva to 1888; and one in Hayward to 1889. The first five years of the next decade saw them established in several of the larger cities. Racine and Dodgeville fell into line in 1891, Beloit and West Superior in 1892, Marinette and Wauwatosa in 1893, Fond du Lac in 1894, and Oshkosh in 1895. During the past six years thirty or more additional cities have adopted them. The standard of qualification for public school kindergartners has recently been raised by legislative action. The movement is thus well under way, and the next few years promise a great advance all along the line.

Wisconsin is one of the relatively few states that trains kindergartners as it does grade teachers, at public expense, but this has not come about all at once. The present normal school system was adopted in 1865, but when the kindergarten began to attract public attention in the early seventies the desirability of establishing kindergartens in the four normal schools then existing was recognized. It was not until May, 1880, however, that the first step in this direction was taken, by the opening of a kindergarten in the Oshkosh normal school, Miss Laura Fisher, now supervisor of kindergartens in Boston, being the director. This was "the first kindergarten officially and directly connected with any state normal school in the United States." It was used as a school of observation mainly, and no kindergarten training course was attempted, since there was as yet little or no demand for trained kindergartners in the state. A similar experiment was made soon after in the Platteville Normal. To the great regret of all concerned, the kindergarten at Oshkosh was discontinued in 1885, owing to a lack of funds. The Milwaukee Normal School had not at this time been established.

It had been supposed when the normal schools at Platteville, Whitewater, Oshkosh, and River Falls were established that these would supply the needs of the state. But owing to the need in

Milwaukee for teachers familiar with the details of a large city school system, which need the normal schools situated in small towns could but partly meet, the Milwaukee Board of Education had organized a city normal school in 1873, of which Miss Sarah A. Stewart was principal, as has been mentioned. In this a kindergarten had been established in 1879-1880. But in 1885 the city normal school was discontinued because of the establishment of the Milwaukee State Normal School. As the demand for kindergartners was as yet a local one only, the kindergarten recently established in the city normal school was not included in the transfer from the city to the state authorities. But as Milwaukee needed a source of supply for her kindergartens, the city Board of Education in 1888 reestablished the kindergarten portion of the city training school, Miss Alpha O. Smith being engaged as training teacher. After remaining two years Miss Smith was succeeded by Miss Anna H. Littell. In 1892, however, the State Board of Normal Regents agreed to adopt the Kindergarten Training Department as a part of the State Normal School, the city agreeing to furnish a fully equipped kindergarten for observation and practice. In 1895 an addition to the Normal School building gave the needed room for training purposes, and a "model" kindergarten was added to the Normal School. Thus the transfer from the city to the state was complete. Wisconsin would doubtless have established a kindergarten training department in at least one of its normal schools sooner or later, tho the demand for kindergartners in Milwaukee hastened the matter. It is not until the past five years that the demand for kindergartners from the state at large has been sufficient to make the establishment of such a department an imperative necessity. A kindergarten has been established in the River Falls Normal School within the past three years, with Miss Lucy Peckham as director, and one has been reestablished in the Oshkosh Normal under Mrs. Curtis the current year. Kindergartens will doubtless be established in the four remaining schools as soon as the state funds permit, tho it is hardly likely that training departments will be added. Minnesota has training departments as well as kindergartens in each of its four normal schools; but as the number of students in each of these is quite small, and there is little demand for kindergartners in the state, the expense to Minnesota of training kindergart-

ners is much greater than that in Wisconsin without corresponding advantages.

In the organization of the training course in the Milwaukee Normal School great credit is due the former president, L. D. Harvey, now superintendent of public instruction. President Harvey urged that as the kindergarten in a public school system must become an integral part of that system, so a kindergarten training course in a normal school should be organically related to the other work of the school. Such a course should therefore be characterized by the following things; first, scholarship and culture equal to that required in other courses; second, the subordination of the technique of the kindergarten to general insight into child nature; and, third, the organization of the work upon the general pedagogical principles underlying all education instead of upon those that apply to the kindergarten only. Because of these ideas the course differs quite materially from other kindergarten courses. To realize the above principles in practice has not been an easy matter, however, since but few kindergarten training teachers are broad enough in their general educational insight to cut loose from established lines of procedure and mark out a new path such as the above principles imply. Partly because of the above requirements, and partly because of other reasons, the changes in the directorship of the department were frequent the first few years, and in consequence the department did not become the force that it should have become in the educational affairs of the state. The first woman to hold the position was Miss Caroline M. C. Hart, now of Baltimore. Miss Hart remained but a year, however, and was succeeded by Miss Harriet Twitchell, who remained two years. Mrs. Ella N. Allen, who succeeded Miss Twitchell, also remained but one year. Since 1897 the position has been held by the writer, except when temporarily filled during the writer's illness by Miss Lucy E. Browning. The kindergarten has been in charge of Miss Alma L. Binzel, one of the first graduates since 1895, with the exception of one year, when she was given a leave of absence. During that time the position was held by Miss Martha D. Leavitt of Beloit.

At the beginning of the current year the department allied itself with the Milwaukee Mission Kindergarten Association, that the students might be brought into working with the social problems of a large city in a greater degree than they could in the

Normal School Kindergarten, in which the greater part of the practice teaching has heretofore been done. With the internal organization of the department practically completed, much may be hoped from it in the future, in view of President McKenny's active interest in the kindergarten cause.

The facts above stated are but the surface indications of a widespread interest, for the public school kindergarten is in nearly every instance the result of private work and personal enthusiasm. The work done in Sheboygan, Racine, Superior, Marinette, Wausau, Menomonie, Oshkosh, Beloit, and several other cities prior to, or in connection with, the public school work, would form an interesting chapter by itself. In several of these cities local training schools were organized, which exerted a marked influence upon the educational tone of the community. Some of these were discontinued as the work became organized, but the influence remains. The training school of the German-American Academy has sent out many graduates, and those under Miss Rachel E. Wylie, at Madison, and Mrs. Logsdon Coull, of Menomonie, have more than a local reputation and patronage. The Milwaukee Mission Kindergarten Association, already mentioned, has done an excellent work in the eighteen years of its existence, a work needed even in a city so well provided with kindergartens as Milwaukee. It has established kindergartens for children below the school age in needy districts, organized day nurseries, and cooking, sewing, and other classes, besides maintaining a training school from which over one hundred young women have been graduated. The work of this organization was superintended by Mrs. Isabel Carpenter until 1895, when Mrs. Lizzie A. Truesdell assumed charge, Mrs. Carpenter favoring a new organization along similar lines. Such work is doubtless needed to a greater degree in large cities than in small ones, but there are many places where much more is needed than has yet been attempted. This is a line of work which women's clubs have undertaken in many places, and the women's clubs of Wisconsin could not render their cities a greater service than to undertake the furthering of the kindergarten movement.

While the results above given are encouraging, they are but a beginning, tho a beginning that will compare favorably with beginnings made in other states. In view of the fact that there has been no concerted effort to advance the movement, it is sur-

prising that so much should have been accomplished. The time is ripe for the organization of the kindergarten forces, and it is hoped that a State Kindergarten Association may be organized at the December meeting of the Wisconsin Teachers' Association.

The kindergarten movement in Wisconsin is thus seen to possess more than a local interest. As far as can be determined the kindergarten as an institution was known in Wisconsin for several years before it had been heard of in other portions of the United States. That the initial impulse to the general movement came from Wisconsin is Miss Peabody's own testimony. But in all that has been written on the kindergarten movement in the United States, the writer recalls but two instances in which Mrs. Schurz's name has been mentioned. It is not to rob Miss Peabody of her well-earned laurels that Mrs. Schurz's service to the cause is emphasized, but to render tardy justice to one whose efforts have been overlooked.

To the many who have contributed the above facts either by letter or in person, the writer wishes to express her thanks.

NOVEMBER.

STILL November, like a Quaker
In her garb of silver gray,
Glides along the silent reaches
Shadow-like, as dawn of day.
Gay chrysanthemums she carries
From the garden lands abloom,
And the bracing air is laden
With the spice of their perfume.

She is full of tender fancies,
As she wanders here and there;
Standing underneath the branches
That are shadowy and bare.
And we feel a silent something
In our heart of hearts increase,
And I think the definition
Of its meaning might be—peace.

Ida Scott Taylor (Selected).

INSTANCES OF SELF-MAKING IN YOUNG CHILDREN.

GENE'S GERANIUM—LINCOLN'S PET PIG.

A SELFISH, determined child is by no means an uncommon human product, but the following extreme instance sent to us some time ago by Mrs. Stella Wood, of Oak Park, Ill., is exceptionally interesting to thoughtful observers of childhood. The main points, given almost entirely in Mrs. Wood's own words, tho somewhat condensed, are as follows:

A child brought a potted plant to kindergarten one day to the teacher's great pleasure. When five-year-old Gene goes home at noon he tells his pleased mamma that *he* wants to give a plant to his teacher. Accordingly, puffing and blowing, the little fellow carries a beautiful red geranium into the kindergarten and sees it placed by the delighted Miss Alice in the sunny window. But alas for the first generous impulse! At the noon hour, to the teacher's pained surprise, he, shamefaced but determined, demands the plant back. He trudges off with the heavy pot to the great disgust of the other children. At the afternoon session he reappears with it, and again places it on the sill, taking it home again at the close. For five weeks the selfish little boy repeats the same thing, carrying his beloved plant back and forth twice a day. It is hard work, and when it rains, and he tries to carry an umbrella too, he sometimes cries before he gets to school.

A day came when he carried also a lovely bunch of flowers with a note from his mamma. This stated that the flowers were for Miss Alice *to keep* as a parting gift to her, since Gene was to go away on a visit for a week. Again the closing hour has come, and after some wavering the child takes his plant in his arms and demands the flowers. His teacher talks gently with him for a while, but he fills in the pauses with the tearful reiteration of, "Me wants my plant and my flowers."

Miss Alice sends him home finally to learn what his mother wishes done. He hurries off, his red curls streaming behind him like banners in the breeze. An hour passes, when, lo! a rattling of wheels and a dismal howl is heard. There comes Gene with a red express wagon, and all in tears, to carry off his treasures.

Mrs. Wood continues as follows:

At the end of his week's visit the red geranium and Gene again appeared. He looked about at the teachers with his toothless smile and seemed to be very glad to be with them again. He put his priceless plant in its place and seemed to be at peace with himself and all the world.

The next noon, as Miss Alice and her three assistants sat at work preparing for the afternoon, Miss Alice exclaimed, "There's Gene's plant! He must have forgotten it. He will probably come back for it."

"No," said one of the pretty teachers, "there is Gene looking in the window now, and I really think he means to leave it."

The next day Gene presented Miss Alice with a bunch of the first dandelions, and she made much ado over them, and the joy of giving really seemed to warm his selfish little soul. The next day he brought a royal gift—a live turtle! Then he came trailing a huge branch of locust covered with the fragrant blossoms, which he distributed generously to all about.

One morning Miss Alice came to school with a funny, round bundle under each arm. She took off the wrappings and they proved to be two pretty glass bowls. Miss Alice smiled brightly and said: "These are to hold the flowers Gene brings me every morning."

In the case just cited the instinct for possession certainly looms up in large proportions. But there is revealed also a strength of will and tenacity of purpose rarely seen in so young a child. Rightly guided and controlled, an immense power for good lies in that sturdy will. The kindergarten performs a blessed service to the individual and to society when it helps the little ones to know the joy of self-conquest.

Since writing the above, an interesting parallel, with differences, has come to the editor's notice in the shape of a Lincoln story, which we quote from *Success*:

THE BOY LINCOLN'S LOVE FOR A PET PIG.

One beautiful, moonlight night we were walking on a country road, and noticed just ahead of us six little pigs, and their noses close together. Lincoln said: "Those little things are lost; let us help them to find their mother." We stirred them up, and, with grunt, sniff, and snort, they ran down the road. At length they found a hole in the fence and the mother in the field just beyond. Lincoln said: "I never see a pig that I do not think of my first pet. When a little boy, six years old, I went over to a neighboring farm. A litter of striped piggies had just been born, and I was so interested that they could not get me away from them. The man filled me with supreme delight by saying: 'You may have one of those pigs if you can get him home.' 'I will attend to that,' I

said. I had on a tow shirt reaching to my ankles—one which my mother had woven—and fastened at the neck by a wooden button my father had made. I made a fold in the garment, and in it, as a sack, I carried my pig home. I got an old bee-gum—a hollow log—put cornshucks, stocks, and leaves into it for a bed, and tucked him away for the night. He squealed for his mother nearly all night. In the morning I carried him feed—meal and bran, bread, milk, everything I could think of—but he would not touch any of them. He did not seem to have time or energy for anything but to squeal.

“At length my mother said to me: ‘Abe, take that pig back home; it will die if you keep it here.’ What my mother said was always the truth and the law to me, and tho it almost broke my heart I took the pig back. His mother was so glad to see him and he to see her! After she had given him his dinner he looked so pretty that I could not stand it, and I begged the man to let me take him back. I put him in the tow sack, as I had done before, and took him to our house. Mother protested, and I cried; she broke down and relented, and said I might try him one day more. He would not eat a thing I brought him, and mother sent me back with him again. I carried him back and forth to his meals for two weeks, when we taught him to eat and he was mine for good.”

We regret that lack of space forbids our giving the remainder of the article, with its description of the beautiful understanding that grew up between the boy and his pet, as they played Hide-and-Seek together, or roamed the woods in search of nuts and acorns. In time the pig was sacrificed by the father on the altar of family necessity, but the child's faithful affection prevented him from ever joining the rest of the family in eating the cured meat.

The article concludes thus:

Tears filled the captain's eyes when Mr. Lincoln finished this simple, touching recital of his lost pet's fate. “It gave me a clearer insight into the great heart of Lincoln,” he said, “than years of close association could have done.” The kindness of his heart was not merely veneer—it was the grain of solid wood. It was easy, even then, for me to see how the boy, so tender to his first pet, might grow to the stature of the man who became one of the noblest exponents of American manhood, and whose career will be quoted as a model as long as our nation endures.

We may not all be great, but the possibilities of a true, brave, and tender manhood and womanhood are latent in every child. The story of little Gene suggests how they may be developed.

Harvest Song.

M. R. H.

A. C. G.

1. O sing a song of harvest, Of fruit that's gather'd in; Of corn in golden plenty, And

wheat that's in the bin, Of corn in gold-en plenty, And wheat that's in the bin.

2 Oh! sing a song of labor,
Of service kind and true,
Of many hands so willing,
To work for me, for you.

3 Oh! sing a song of praises,
For sun and rain and dew;
For all the Father's tender care,
For helpers strong and true.

Winter.

*p Andantino.**simile.*

Arr. from MENDELSSOHN.

1. Soon will fall the win - ter's snow, O - ver field and town;.....
2. When the earth is fast a - sleep, Locked in win - ter's cold,.....
3. In God's world there's work to do, Work for great and small,.....

mf Cold the win - ter winds will blow, All be sere and brown.....
Then the frost and ice and sleet Do their work so bold.....
f Storm and wind and sun-shine, too, These are help - ers all.....
p

MEETING OF THE NEW YORK STATE ASSEMBLY
OF MOTHERS, HELD IN ROCHESTER DURING
OCTOBER, 1901.

THE New York State Assembly of Mothers is to be congratulated upon its successful meeting just held in Rochester. The topics included in the program were important and well chosen, and were well handled by earnest speakers.

The sessions opened Monday evening, October 15, at the Y. M. C. A. music hall. The platform was superb with the russet, gold and red of autumn's wonderful color harmonies. Cardinal flowers in mass, and red berries in shining banks of green, asters and feathery grasses, combined with shields and banners to make a rarely beautiful picture.

Mrs. W. A. Montgomery, president of the Rochester Woman's Educational and Industrial Union, presided most gracefully over the evening session.

In presenting Supt. C. B. Gilbert of the public schools Mrs. Montgomery made the strong statement: "Putting good mothers and good schools together, you have a power for good that can hardly be overestimated. If once we can get the mothers and the teachers to focus their power and strength on one thing, there is nothing that cannot be done."

There are thirty-three mothers' clubs in Rochester in connection with the city's public schools. Mrs. Adele Brooks was introduced as the woman who was responsible for this splendid organization. To the many cordial greetings extended from various city organizations, Mrs. David O. Mears, president of the assembly, responded most happily.

The Tuesday morning session was devoted to routine business, and the presentation of reports, which were interesting and valuable.

The paper of the morning was that of Mrs. Mary B. Page, of the Chicago Kindergarten Institute, on "Child Study," the special topic being "Discipline." Mrs. Page made the following points among many others: that the object of discipline is not to make the child obey a superior power, but to train a child to choose the right voluntarily, because he understands that the right is the best; that the modes of punishment, whether considered as discipline or character building, must be divided into four classes, physical, moral, intellectual, and social deprivations; the child should live in such an environment that much discipline is not necessary. "Another aid to discipline of children is the personality of the individual. What we are is infinitely more than what we teach or

what we do, and what we are is the real influence which molds the children."

Tuesday afternoon Miss Martha Van Rensselaer, editor of the Farmers' Wives Reading Course of Cornell University, gave a report of the good accomplished by this one of Cornell's many similar courses. Letters read from many isolated, care-burdened women made plain the sunshine-bringing character of the work and the need of its extension.

Mrs. Emma P. Ewing discussed the "Relation of Food to Character," and a lively debate followed.

Miss Lucy A. Yendes then gave a clever sketch of "Young America," his needs, and how to meet them.

Miss Mari Ruef Hofer, now superintendent of music in the Rochester public schools, gave the first paper in the evening, her topic being the "Child's First Music. Why? What." She said in part:

The world revels today as it has never done before in its full fruition as an art. There are pianos and musical instruments in every home. Voices are trained, there are many performers of music, and again there has perhaps never been greater dearth of music or greater need of music in the common life.

It seems to be one of the penalties of civilization, that in proportion to the power to abstract beauty and set it apart, do we lose the unconscious power of participating. So today while we see the tendency to set apart the common art of music, it is in danger of being entirely given over to specialists. It needs to be brought back educationally. What was nature and intuition must now become conscious doing.

The disciplining of a child's affections, his will changing his caprice and purely emotional values into steady-going tendencies and habits, is part of the necessary training of the child. The American child is alive and individual. He needs not so much more brains as better control and more sympathetic use and application of such as he has.

Music is motor. It makes for life, for motion, for movement. It arouses to action. It stirs to thought. No one can listen impassively to the commonest strains. It makes morals or immorals, according to its association. This does not apply merely to the lower ranks of life. The mother of the cultured class whose piano is strewn with cheap, popular music, coon songs, etc., is somewhat responsible for the caliber of the future American citizen.

Mrs. Holland then gave a paper on "Child Character," and Mrs. Hastings, president of the Association of Mothers' Clubs of New York city, followed with one on "Child Study."

On Wednesday morning Mrs. Page gave the second of her series on child study. "Play in Relation to Character Building" was her subject. "Play is a psychological as well as a physical necessity," she said. "When we remember that 40 per cent of idiots prove to have considerable mental capacity when rightly developed by manual training, one can see the importance of developing and exercising the body."

She recommended games as being greatly superior to gymnastics as an element in the child's development.

The audience followed Mrs. Page with close interest and undivided attention. But its calm was soon to be ruffled. Mrs. E. H.

Merrell offered the following resolution, which provoked active discussion:

Resolved, That the mothers' clubs of the state commit themselves to the earnest advocacy of medical inspection of the school children and school-houses.

Mrs. W. A. Lockwood of Rochester opposed the measure, on the score of the threatened invasion of the privacy of the home. She thought the true and wise step was to educate the mother to know the defects and deficiencies of her children.

Mrs. E. T. Hosmer, president of the Mothers' Club of Buffalo, said that defects of eyesight and nervous conditions were more apparent in the schoolroom than in the home, and if medical inspection would bring relief to the child it would be welcomed by every parent.

The afternoon session opened with a demonstration of the bellecycle as athletic recreation and exercise, by several young women, under the direction of Miss Anna E. F. Morgan, former professor of Wellesley College. Her topic was, "Recreation in Character Building."

Mrs. Adele Brooks followed, and told of the origin of the Mother's Club Movement in Rochester. The movement started in School No. 12. She found it difficult at first to bring about a sympathetic coöperation between teachers and mothers, but the teachers were finally prevailed upon to call upon the mothers, and found the results so satisfactory that they now felt they could not properly carry on their work without being familiar with the child's home conditions and secure in the help and sympathy of the mother.

Miss Mari Hofer opened the evening session with a talk on the benefit of teaching singing to children.

L. H. Bailey, professor of horticulture at Cornell, gave an address on the "Garden and the Child."

"The Public School a Force in Character Building," was the subject of Mrs. Helen B. Montgomery's address. Her central theme was the need of bringing the school nearer to the home, to nature, and to life, in order that it should become potent in character building.

The third of Mrs. Page's addresses on child study was given Thursday morning. "The Difference between Plays and Games" was the subject. She gave a comprehensive outline showing the superiority of games in the development of the child, holding that the true game is simply well-directed play. She spoke of the value of competitive plays, the meaning of direct and indirect fighting plays and real fighting in the education of children. The social side of games was analyzed, and the speakers declared that play in the right environment develops a sense of the need of law and order. The moral influence of games, their tendency to develop the necessity of self-restraint and coöperation, was fully dis-

cussed, and Mrs. Page said that even fighting among children is instructive and natural, being merely the elementary desire of self-protection. "The average mother," she said, "is too frequently on the side of suppression, unwisely checking instincts that need only right direction to be of value in child training."

Thomas W. Osborne spoke at the afternoon session on "Reformation, a Means of Growth as Seen in the George Junior Republic." He showed how the boys and girls sent to the republic are helped to lead better and fuller lives by contact there with modern economic problems in less complicated form than they are met with in the larger, outside world.

Miss Susan F. Chase, Ph. D., spoke next on "Children's Reading." As the time was limited it could not be given in full. Many excellent points were made.

The last business of the session was the adoption of resolutions of thanks to all who had assisted in making the meetings such a success.

The reports of the state officers showed that the affiliation of local clubs has more than doubled during the past year.

The election of officers for the ensuing year resulted in the reelection of the same staff with the exception of the first vice-president. Mrs. David O. Mears, who has filled the chair so acceptably, is therefore president once more.

THE softest little fluff of fur!
 The gentlest, most persuasive purr!
 Oh, everybody told me that
 She was the "loveliest little cat!"
 So when she on the table sprung,
 And lapped the cream with small, red tongue,
 I only gently put her down,
 And said, "No, no!" and tried to frown;
 But if I had been truly kind
 I should have made that kitten mind!

Now, large and quick and strong of will,
 She'll spring upon the table still,
 And, spite of all my watchful care,
 Will snatch the choicest dainties there;
 And everybody says, "Scat! scat!"
 She's such a dreadful, dreadful cat!"
 But I, who hear them, know with shame
 I only am the one to blame,
 For in the days when she was young,
 And lapped the cream with small, red tongue,
 Had I to her been truly kind
 I should have made that kitten mind.

—*Harper's Young People.*

BOSTON MEMORIAL SERVICE TO MARY J. GARLAND.

SARA E. WILTSE.

ON Wednesday, October 15, the Eastern Kindergarten Association held a service in memory of Miss Mary J. Garland in Dr. Edward Everett Hale's church, Boston.

Miss Garland had been president of the association since its formation until she resigned two years ago because of failing strength, a resignation accepted with profound regret by the members who made her honorary president. It was most fitting, therefore, that such a memorial service should be held at the first annual meeting of the association after the death of one who had so devotedly worked with and for it for nearly thirty years.

The church was decorated with pine and oak branches, the crimson and gold of autumn foliage and autumn flowers giving the touch of warm color which she loved, all the adornment having been arranged by those kindergartners of whom she always spoke as "my children."

The music also was rendered by choirs of her graduates. The opening hymn, "Up to me sweet childhood looketh," has become a consecration hymn for kindergartners, and it was sung with much feeling by a large choir of her pupils. "Come let us live with our children," written by Mrs. Rust, a pupil and loved associate worker in the Eastern Kindergarten Association, was also sung, and Miss Weston's hymn, "Father, we thank thee," thrilled the audience as if the choir invisible was assuredly joining in thanks for "the precious morning light" which has broken upon them while we still wait in the dawn. Handel's Largo with violin obligato had been given as a surprise to Miss Garland by her last graduating class. Her delight in the music and the skill of the young ladies in rendering it, made it seem a doubly beautiful offering on this occasion.

Rev. E. E. Hale spoke of the esteem in which Miss Garland and Miss Weston were held in the early days of kindergartens in America. Their thoro preparation and education, combined with a zeal which was always tactful and courteous, won friends to the cause of a new method, and they were soon identified with the company of educational enthusiasts led by Horace Mann and

Elizabeth P. Peabody. The audience received a vivid impression of their pioneer work from Dr. Hale's statement, that when Miss Garland opened her training school in Boston there were not as many kindergartens in the whole world as there were pupils of hers in the audience he was addressing.

It was noticeable that Dr. Hale did not mention Miss Garland's name without associating it with that of Miss Weston, not in a studied manner, but as if he thought of them, as all older kindergartners do, as a double star in the educational firmament.

Miss Poulsson, author and editor, read a paper written from the overflowing heart of a devoted pupil and associate teacher. "The best friend a girl ever had" was the leading thought in her tribute.

Miss Symonds, an early pupil of Miss Garland's, and a leader among training teachers, read a brief paper upon Miss Garland's rare ability as a trainer of teachers. She spoke of the group of pupils, of whom she was one so many years ago, a group composed of young women groping among their ambitions, teachers of experience, and one grandmother who longed for more light upon the problem of child training. These individuals were soon in perfect harmony, and studied as if from the same plane, and this fusing of elements into one strong class spirit of enthusiasm in the sacred cause of right education for little children was a pre-eminent factor in Miss Garland's success as a trainer of teachers. Miss Aborn, also a pupil of Miss Garland's, read letters of sympathy from Madam Kraus, Miss Blow, and Miss Haven. Miss Field, president of the Cincinnati Kindergarten Association, spoke not only for Cincinnati, but for the entire West and its high regard for Miss Garland's judgment upon any point of principle or question of educational values.

Mr. Anagnos, of the Perkins Institute for the Blind, recalled the breadth of her sympathies with especial reference to her power of discerning latent talent, and fostering spiritual gifts while affording intellectual stimulus to her pupils.

Rev. Charles G. Ames touched every heart by his keen analysis of the character of Miss Garland, whose life was one pure white flame of love for ideals in education. He spoke tenderly of the fragile health which would have made woman of less indomitable will one of those to be ministered unto, but her spirit rose quite above bodily infirmities, so that in spite of pain and

suffering, one of her striking characteristics was a child-like joyousness, a spirit of never failing, gentle merriment. This appreciation of good, wholesome fun balanced her nature so that she carried many an educational conflict to a happy issue, never losing sight of the weightier matters, nor making light of them, but irradiating every point of difference with her rare wit and never-failing good humor. It was not the dangerous and hateful weapon of ridicule which she flashed upon an opponent, but, rather, a shaft of sunshine out of a sunny heart.

Miss Lucy Wheelock read the resolutions adopted by the association, and Mrs. Rust read a poem written for the occasion by Miss Caro A. Dugan, one of Miss Garland's most gifted pupils. The poem was one of Life and not of loss, and there can be no more suitable closing of the record of these tender services than a quotation from it:

She lives! for with her courage, noble thought,
Unfaltering truth, the very air we breathe
Is all instinct, and she is with us still,
Herself unto us all she doth bequeath.

Comrades, stand closer, and march bravely on,
Guarding this sacred trust unto the end,
And with high thought and deed keep ever green
The memory of our leader and our friend.

"Only in silence can the will acquire its true power; not in a passive silence, too much like sleep or death, but in an active silence, which calls the sleeping truth forth from the depths of the soul, and spreads abroad the radiance of great thoughts and great duties."—*Victor Charbonnel*.

"If, then, true brotherly love, true simplicity, trustful and truly loving gentleness, friendliness, forbearance, and respect for the companion and fellow-man is to prevail again, this can be accomplished only by addressing ourselves to the feeling of common sympathy lingering—however much or little of it there may still be left—in the heart of every human being, and cultivating it with the greatest care."—*Froebel*.

REPORTS, FIELD ITEMS, KINDERGARTEN NEWS.

FROM SOUTHERN CALIFORNIA.—Our cause is marching on, gathering, as it moves, strength, vigor, and energy, stretching its forces inland to Pomona and Riverside, and up and down the coast from San Diego to Santa Barbara.

San Diego's children between the ages of five and six play, fifty strong, with two teachers, in each of the city's five public schools. The glory of the earth and sea and sky, displayed for their enjoyment, has made its appeal, and they are doing much in free-hand water-color work.

Coronado and National City support one each, Santa Ana two, Orange one; and then comes the City of the Angels, proud of its numbers, its stability, and its progress. The supervisor of the kindergartens also directs the hand-work of the first grade, such plan being conducive to connectedness of thought and execution. We find their course of study giving as the central thought for the year, "The Family—in its varied relationships to nature, to man, and to God." A general outline of procedure is given, from which each kindergarten builds her program according to the needs of her individual kindergarten. The city child-study clubs held, during the past year, eleven thousand meetings, and the reports give 310 by affiliated clubs in adjoining towns.

Pasadena is glad to have her name called, that from each of her five public school kindergarten doors may come the hearty and triumphant response—Here! The struggle for a new city charter and recognition of the kindergarten is over. The one little free kindergarten organized two years ago and supported by one woman, was, last year, nourished so faithfully and practically by an association that it developed into five, all of which are now received into the open arms of the board of education, who have placed the age for entering at four and one-half years.

We attended a meeting of the board when plans for two new kindergarten buildings were being examined and discussed, and were delighted to hear such words as: beautiful, most attractive, ideal; large aquariums, gardens, summer houses, used in connection with their plans. The design looked upon with greatest favor is something of the bungalow style, containing store and dressing rooms and vestibule, and one large "circle room" with *sliding walls* on the east and south, which when pushed back will reveal vine-covered trellis walls.

What the kindergarten association may now turn its attention to we have not learned, but its thought is to lend a helping hand, and no doubt it will have much to do with the forwarding of the work.

Santa Barbara works along the lines of children's interest and environment, and their little people have the freedom of outdoor life and the joy of creating their own play world.

Pomona has, this year, a new supervisor, and we understand that the training class work, which had been abandoned, may again be opened.

Riverside has one central kindergarten where pupil teachers assist in the work, and another where for an hour in the afternoon the director takes the B class of the first grade for connecting class work. Both primary and kindergarten teachers express delight in the arrangement.—*Ada Mae Brooks, Pasadena, Cal., Sept. 25, 1901.*

WHAT CONSTITUTES A GOOD CITIZEN.—The average American citizen will probably approach the polls this November with a greater sense of personal responsibility than for some years past. It is well for the American teacher at this time to consider why education in the United States should be open to all, and what are his responsibilities to the children in his charge, viewed from this standpoint.

In August Miss Sarah Louise Arnold addressed some training students in

Chicago upon "Preparation for Citizenship," making some interesting and valuable points, which seem particularly timely just now.

Annually, as she said, dignified and serious speakers congratulate youthful graduates upon being so well prepared by their various *alma maters* to enter upon the duties of public and private life so soon to confront them. But, asks Miss Arnold, to what degree does the school world really prepare the children for the larger world in which they are to live? She defines a citizen as a member of a commonwealth, willing to give the best he has for the good of all. His essential attributes are intelligence, uprightness, self-government and patriotism.

Does the average child leave school so equipped that he can intelligently contribute to the bettering of the community? that he knows not only how to read and recite, but how to act in an emergency? Is he one who knows what to do, how to do, and then does do? Is he independent in thought? Are our children more upright because of the schools than they would be without them? do the children there acquire fine notions of good behavior? Are right examples placed before them and incentives and *occasions* given for right action? Are they taught not only how to read, but what to read. Again, in this country, where each one should regard himself as responsible for good government, and, therefore, each child should learn to be self-governed, are opportunities given for *practice* of this foundation of all the virtues? for without practice, self-activity and self-government cannot be gained. Are the children taught true patriotism, which means the giving of life both in war and in peace? It recognizes the truth that there is no wrong, as there is no good, that does not concern us. Miss Arnold spoke here in commendation of the kindergarten as the only department of education where consideration and the power of living with others is consciously and deliberately made an essential part of the training. That our schools do much to inculcate and develop all these essentials of good citizenship there is no doubt. That they should do so even more consciously and intelligently there is still less doubt.

THE CHICAGO KINDERGARTEN CLUB program for the year 1901-2 promises to be a fruitful one in many respects. There will be less of the theoretical and more of the practical in the subjects chosen and the way they are to be handled. The subjects are: October—"Nutrition," Miss Caroline Crawford, Chicago University School of Education, being the speaker. November—"Observance of Festivals": 1, Simplicity in observance of birthdays and other celebrations, children's parties; 2, Christmas work, songs, games, and stories; 3, Exhibit of work. December—Mothers' meetings, Art and industry beyond the kindergarten, What can be done to give to older people the delight in productive work and the joy in life which we try to foster in little children? The speakers will be, Miss Jane Addams, Eleanor Smith, Mary McDowell, Mrs. Bertha Hofer Hegner. The meeting will be at Hull House, where the Labor Museum will be visited. Miss Smith's children will sing some characteristic folk songs and songs of labor.

January—Gardens and Gardening: 1, Report of the gardens conducted under the auspices of the West Side Bureau of Associated Charities; 2, What are we doing to assure the children a familiarity with nature? 3, What can be done with a grass plot; 4, The care of a garden, problems and solutions; 5, Statistics. Speakers: James Minnich, Ira B. Meyers.

February—The Relation of Vigorous Play to Bodily Control: 1, Has the average city child sufficient opportunity and enticement to plays involving physical exercise and controlled movement? 2, Play-rooms and playgrounds,

how common are they, and how are they used? 3, How many schools are provided with apparatus, gymnasium privileges, or play incentives? 4, Do the kindergarten children use them, and should they use them? What attempts have you made in the kindergarten to give the children vigorous play? 6, Bring a list of games involving strong action.

March Relation of Vigorous Play to the Development of Moral Control.

April—Discussion: What is the normal basis for a kindergarten curriculum, or on what shall we depend for subject-matter? Shall we draw from an ideal and natural environment, or from a real and artificial one?

The regular meetings of the club will be held in the beautiful parlors of the Chicago Woman's Club, which all who attended the I. K. U. will remember.

THE BROOKLYN INSTITUTE of Arts and Sciences is giving an important course of lectures on the kindergarten under the auspices of the kindergarten section of the Department of Pedagogy, Miss Fanniebelle Curtis, chairman. Miss Susan E. Blow will give nine of these, five in October on the "Evolution of the Kindergarten Program," and four in November on the "Mother Play." Other subjects and lecturers will be: Prof. Marcus White, principal of the State Normal Training School, New Britain, Conn., speaker at the conference on the "Kindergarten and the School"; Luther F. Gulick, Ph.D., principal of the Pratt Institute High School, on the "Significance of Genetic Psychology from the Standpoint of Froebelian Pedagogy"; Mary E. Burt, on the "Relation of the Living Animal to School Work"; Prof. Earl Barnes, four lectures on Child Study, beginning October 4, and Dr. John Dewey, Ph.D., three lectures on the "Aims and Methods of Education"—"The Unity of Educational Process," "The Unity of Educational Material," "The Unity of Educational Method."

MRS. CLARA J. FARSON is one of the able women of the state of Illinois, and as a clubwoman writes:

"I have always been an advocate of the kindergarten training since I came into personal knowledge of the work about fifteen years ago. My experience has caused me to believe that the child who receives kindergarten training learns to make the best use of his talents, learns to amuse and interest himself, and that when he begins the later school life he is able to enjoy work and play, knows how to apply himself, and has become acquainted with the pleasure derived from producing something by his own effort.

"I believe children grow more unselfish thru the teaching of the kindergarten and learn to respect the rights of others—of course there are kindergartens and kindergartens, and a great difference in teachers. Our training schools for teachers are doing fine work in preparing young women for life. I hope before long *all children may have the privilege of this training.*"

THE following one-year course for primary teachers is announced by the Cincinnati Training School for Kindergartners. Applied psychology, history of education, nature study, stories and story-telling; manual training, including paper folding, cutting, and tearing; cardboard modeling, basketry, card work and sloyd; art, including blackboard sketching, water-color and ink work, and clay modeling; music, including tone production and interpretation of songs; games, traditional and modern, physical training, observation and service in the kindergarten, and special lectures by eminent educators. Slowly but surely the spirit and method of the kindergarten are permeating the upper grades. One hundred and seventy-five primary teachers attend this Saturday course, which is conducted by Miss Mina Colburn, with the generous support of Superintendent Boone.

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out paying for it. Should there be any mistake in the listing of your subscription kindly notify us at once and we will seek to adjust the matter at once. These are important business items that concern You as women, as well as patrons of printed matter in general.

SUBSCRIBERS please notice that from time to time important book offers and premium offers are made thru these columns. These have a fixed date of expiration and no exceptions whatsoever are made in extending the date of same for any reason. Many of our readers have taken advantage of the interesting offer which secured them a copy of Miss Mari Hofer's "Singing Games" with their renewal subscriptions. This offer expired on October 15 and is not renewed. Others will be made in the early spring which you will find worth while watching for.

SOME cities distinguish their public schools by different numbers. Others give them the names of those interested in education in general, or in some one school in particular. That one in Chicago which is known as the Froebel School, has, in the seventeen years of its existence, never had a kindergarten. When the attention of the superintendent was called to this anomaly he lightly responded, "Oh, that is just a matter of sentiment."

KINDERGARTNERS who are looking for leaflets to recommend to newly organizing associations or mothers' clubs, cannot do better than indorse the well-known pamphlet, "What Kindergarten Does for the Children," and the "Opinions of Educators on Public School Kindergartens." Price but nominal, and low enough to make the distributing by the hundred feasible.

"WILL some one start a governess' magazine, so that we do not have to live in such ruts as we do? Are there any governess' clubs?"

This unique request comes in to the editors, and suggests a new field both for journalism and for any governess who has executive ability and the capacity for organizing untried forces.

THE ST. LOUIS FROEBEL SOCIETY held its first meeting for the current season September 28. Miss McCulloch addressed the club, reviewing the progress of the movement during the past year, and congratulating the club on the advantages offered them in the World's Fair, which is to be held in their city in 1903.

THE London (Ontario) Froebel Society, is receiving a course of instruction from Miss Fanny L. Johnson, of Boston, Mass. Her public address on "Physical Exercise for our Boys and Girls" proved interesting and of practical value to both parents and teachers.

WANTED: Single numbers of the KINDERGARTEN MAGAZINE for September 1903 are exhausted, and the publishers will be glad to purchase same of subscribers who may be willing to part with same.—*Kindergarten Magazine Co., Chicago.*

THE address of Miss Susan E. Blow before the Alumnæ of the Philadelphia Training School for Kindergartners on Saturday, November 2, at 1122 Chestnut street, will have for its subject, "The Criteria of Development."

From Japan: "Please accept congratulations for the Twentieth Century Series of the KINDERGARTEN MAGAZINE. It affords a far-away admirer much satisfaction to see it."—*Miss Nellie E. Fife, Yoksuya, Japan.*

Miss Maud Cannell writes from Spokane, Wash.: "THE KINDERGARTEN MAGAZINE has been indispensable to me and my students for many years."

"We are fortunate in having Mrs. Putnam, president of the I. K. U.,"—this is a growing, happy, sentiment all along the line.

BOOKS FOR CHILDREN OLD AND YOUNG.

LIBERTY DOCUMENTS. With contemporary exposition and critical comments drawn from various writers. Selected and prepared by Mabel Hill. Edited with an introduction by Albert Bushnell Hart, Ph.D. If there is any one study which should be found in the curriculum of the public schools of America, it is surely that of the successive steps in its constitutional history which will enable the future voter to properly appreciate his privileges. Rightly treated, it is a subject which can be made most fascinating, as the book before us proves. As the editor says:

From the beginning to the end there has been a kind of rolling-up of guarantees for the liberty of the individual, so that Magna Charta, the Petition of Right, and the Bill of Rights, the Declaration of the Stamp Act of Congress, the Declaration of Independence, Washington's Farewell Address and the Proclamation of Emancipation, are all a part of that conception of human rights which is the proudest outcome of American experience.

Liberty Documents gives the text of twenty-four of these important charters. Preceding each one is a paragraph of "suggestions" indicating the events that led to its formation and adoption and showing its relation to the charters that preceded and followed it. Side notes explain the bearing of particular articles upon past or future constitutional practice. Immediately succeeding the act or charter comes the exposition of the same by one or more contemporary authors, and this is followed by critical comments from later writers. The index is complete and well arranged. There is a full list of authors cited and analyses of the essentials in both English and American constitutional history, increase still more the value of this inspiring volume, which is indeed, "in a certain sense a little historical library, which, like all other libraries, is intended first to satisfy and then to make discontented; first to furnish the material necessary for the student and then to arouse him to search for more material."

It should be in every American home and school library, accessible to the child when he feels like browsing among the books. "None of these documents are beyond the grasp of a properly directed child of fourteen, and the book is easy to handle because it contains the materials for its own discussions." Teachers of American history will find it most suggestive. Its appearance just now is certainly opportune. To quote again from Dr. Hart:

Perhaps also in these days of storm and stress, of the creation of new political powers and influences, of undreamed complications with the affairs of the rest of the civilized world, it may be worth while to bring to the minds of young people the truth that our personal liberty, our freedom to move about, to take up callings and to make the most of ourselves is not a privilege which defends itself; that it behooves a free people not to give up principles for which they and their forefathers have been contending during more than eight centuries.

Miss Hill's well-conceived plan will aid the child, the foreigner, and the general reader to better understand these principles, and so to further develop them. It will, it is to be hoped, be instrumental in hastening that day when the differences of nations and of organizations will be settled by appeal to law rather than arms. New York, Longmans, Green & Co. Price, \$2.

THE BOOK OF SAINTS AND FRIENDLY BEASTS. By Abbie Farwell Brown. From the many quaint and beautiful legends which blossomed during the Christian Age of Credulity, Miss Brown has selected twenty tales of beasts, birds and fishes that were fortunate in having a patron saint. The stories are told simply and directly. The writer reflects well the delightful mingling of naivete, severity and gentleness which characterized one phase of medieval thought. Many books of recent date express the growing sympathy of the modern mind with animal life. These stories will in their own quite different way re-enforce that feeling. Miraculous and incredible tho they be, taken literally, they are nevertheless true at the core. Henceforward the free, circling gulls will always recall Baby Keneth, whom they so loved. And the kindly wolf that suckled the infant St. Ailbe will form one of a quartette with Kipling's "Akela," Seton-Thomson's "Lobo" and the wolf of ancient Rome. Even the goose emerges from these pages with hallowed associations. Tho dealing with such serious personages as monks and nuns the element of humor is not altogether lacking, tho possibly unperceived by the saints themselves. We must own to a strong feeling of sympathy for the vegetarian lion who for love of Gerasimus learns to eat porridge and greens. The book will form admirable side-reading in connection with mediaeval history. The children of today should know something of the legends belonging to this period of man's thought; and of his childlike acknowledgment of brotherhood with the beast and bird. The illustrations accord with the old-time character of the tales, but fail to tell their story simply and clearly. The important figures are sometimes difficult to distinguish. They are better suited to give pleasure to the adult than to the child. The handsome cover shows Little St. Bridget leading her wolf, and followed by the lion, deer, lamb, goose, donkey, etc., that figure in the tales. Boston: Houghton, Mifflin Co. Price \$1.25.

WE are in receipt of the colored Mother-Play prints just prepared by D Appleton & Co. We wish that we might congratulate the publishers on the success of this experiment, but are constrained to say that they appear to the eye as well as to the taste as quite uninteresting. The bad coloring confuses the detail of the pictures so that a child can not make out what is a distant sky line or merely the border line of the design. These drawings were originally made to be reproduced in black and white, and the fine line-work evidently does not admit of poster-like effects in contrasted or mingled colors. No doubt some children will like the pictures because they are bright, but for the educational purpose of making a story plain by picture and color, they would seem to have sadly missed their goal. The effect is about the same as when children we used to "paint" the pictures of our nursery books, making the hair one color, the dress another, and the roses, of course, red. D. Appleton & Co. produced highly educational colored reproductions of the enlarged Mother-Play pictures some years ago, and these deserve a place in every kindergarten and nursery. In the effort to give us cheap prints this usually highly educational house has given us impossible pictures.

THE OLD TESTAMENT BIBLE STORIES. Told for the young, for use in the home and school. We are pleased to inform our readers of the announcement

that *Unity* has arranged to publish serially, one each week, a collection of Bible Stories from the Old Testament, prepared by Mr. Walter L. Sheldon, lecturer of the Ethical Society of St. Louis. The material is arranged more especially with a view to Sunday-school work. Each chapter stands by itself as a separate lesson with suggestions to the teacher as to the best way to use it. The material, however, forms a continuous narrative from the "Garden of Eden" to the "Death of Solomon." The supreme purpose of the series is to bring out the profound ethical import of the Old Testament Stories as a means for the education of the young in that direction. Those who have seen Mr. Sheldon's work, "An Ethical Sunday-school," will recognize these stories as forming the introduction to the complete scheme of instruction he has been working out during the past few years. Persons wishing to have this material for use in Sunday-school work will secure *Unity* for one year and either "The Story of the Bible from the standpoint of Modern Scholarship" or "Class Readings in the Bible from the Standpoint of the Higher Criticism," by the same author, while the editions last, for \$1.50, or both of these books and one year's subscription to *Unity* for \$1.75. *Unity* alone to clubs of ten or more,—\$1 a year. Publication of the Old Testament Bible stories to begin Oct. 17, 1901. *Unity* Publishing Company, 3939 Langley Ave., Chicago.

THE HIDDEN SERVANTS. By Francesco Alexander. These are rhymed legends of Florence, which have a spiritual and childlike quality. Miss Alexander was for many years an intimate friend of John Ruskin. Miss Alexander was an American girl in Italy, and she writes as follows of her ballads:

"When I was a young girl many old and curious books fell into my hands and became my favorite reading, as I found in the strong faith and simple modes of thought, which were what I liked and wanted. Afterwards, in my constant intercourse with the country people, whom I always loved, I heard a great many legends and traditions, often beautiful, often instructive, and which, as far as I knew, had never been written down. I was always in request with children for the stories which I knew and could tell, and as I found they liked these legends, I thought it a pity they should be lost after I should have passed away, and so I always meant to write them down; all the more that I had felt the need of such reading when I was a child myself. But I never had time to write them as long as my eyes permitted me to work at my drawing, and afterward, when I wanted to begin them, I found myself unable to write at all for more than a few minutes at once. Finally, I thought of turning the stories into rhyme and learning them all by heart, so that I could write them down little by little. I thought children would not be particular if I could just make the dear old stories vivid and comprehensible, which I tried to do."

THE SECOND BOOK OF BIRDS. By Olive Thorne Miller. This second book of birds is addressed, as was the first one, to youthful readers. It presents the salient characteristics of thirty-five of our common families of birds in a way to stimulate a study of bird neighbors. Many interesting anecdotes illustrating habits, customs, and delightful individual traits lead us on from page to page, and instruct while they entertain. The book will appeal to readers from all sections of the country, since in cases where a particular bird

is not common to all parts, typical members of that family are selected from the East, West and South and described. The book shows so conclusively the immense value of the birds to the farmer, and hence to the community, that this fact alone recommends it as an excellent one to put into the hands of our citizens-to-be. Mrs. Miller's observations lead her to discredit the many disparaging stories told of bluejays, shrikes, and other maligned birds; and several paragraphs wherein she states how little is known about certain birds will encourage the beginner to feel that there are yet fields for him to conquer. Profusely illustrated with colored and other plates. New York: Houghton, Mifflin & Co. Price, \$1 net.

A BOOK OF NURSERY RHYMES. Arranged by Charles Welsh. This is a collection of Mother Goose rhymes which interests the kindergartner because the familiar jingles are grouped in accordance with the developing interests of the child. Mothers have always instinctively chosen such a play or rhyme as best fits a child's need at a given time, irrespective of its place in the book, but this little edition will help them to choose more consciously, and may thus indirectly lead to an interest in Froebel's "Commentaries" on the plays universal. The introduction is interesting. The paper is excellent, type large, illustrations numerous, simple and delightfully expressive and ingenious. Boston: Heath & Co. Price 30 cents.

BOBTAIL DIXEY. By Abbie N. Smith. Children will enjoy this handsome little volume in which a clever fox terrier relates the various haps and mishaps in his doggish life. Dixie is a close observer, with a touch of humor. His reflections upon human nature and dog nature will increase a child's sympathetic interest in all household pets, tho we must admit that he seems to have been an arrogant little fellow. There are occasional lapses in his use of English, as in the sentence, "I *expect* they were done up over night." The many, attractive illustrations appear to be reproductions from real life, as do all the incidents in the story, and will surely please the young reader. New York: The Abbey Press.

EVERYDAY BIRDS. By Bradford Torrey. In these delightful sketches the pen describes what has been noted by the keen eyes of the trained observer. Children as well as older people will read them with interest, and will realize anew how much there is yet to be learned concerning our commonest neighbors. The writer's name is a guarantee of their scientific accuracy, and literary charm. Illustrated with twelve colored plates from Audubon. Boston: Houghton, Mifflin & Co. Price, \$1.

BABY'S RECORD. Compiled and arranged by Harriet R. McPherson. An acceptable gift for a new and proud young mother; contains verses and pictures commemorating crises in a baby's life, with blank spaces for notes and remarks. There is a place for a photograph. Ann Arbor, Mich.: Wood-Allen Publishing Co.

THE Froebel Year Book and Birthday Book is particularly appropriate for the holiday remembrance of one kindergartner to another. Printed in old English and dainty binding. Price, \$1. Postage prepaid by addressing the Kindergarten Magazine Co.

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KINDERGARTEN MAGAZINE

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TWENTIETH CENTURY SERIES.

AN INDIAN MADONNA AND CHILD.



THE accompanying picture of an Indian mother and her child, against the background of Christmas pine, is reproduced from a photograph taken by Harry J. Allyn, of Spokane, Wash., and is used by the Kindergarten Magazine with his generous permission.

This madonna of the woods is one of the Spokane tribe. We are told that, tho it is untranslatable, her name is as interesting as her face is sweet—Chib-koot-shin-a-mah.

In his inspirational volume, "Jess: Bits of Wayside Gospel," Jenkin Lloyd Jones says a few words which in spirit accord most beautifully with the ideal suggested in our picture. They are as follows: "Were I a painter I would love to paint a madonna and child with the Indian squaw and her papoose as models. I would leave out the nimbus, and the Christ-child should have no halo about its head; but I would put in the strong lines of maternal anxiety, the intensity of the wild mother's love for the unspeakable gift of a child, and the helpless babe's dumb dependency upon a mother's hand and a mother's heart altho they were those of an Indian squaw. . . . If I failed to put a revelation of the divine into this picture the fault would be mine, not the subject's, for God was revealing himself when he taught the Indian babe to nestle, and the Indian mother to croon."

OUTLOOK OF KINDERGARTEN WORK FOR THE DEAF IN LEADING CITIES.

CHARLOTTE LOUISE MORGAN, OAKLAND, CAL.

MORE than twenty-five years ago the first kindergarten for the deaf was organized by Mrs. Mary H. Westervelt of the Rochester, N. Y., school. Other schools have followed this example, and now we find many kindergartens for the deaf in the different parts of our country. Three years and a half ago a small oral kindergarten for the deaf, which had existed but one year in Chicago, was, thru the interest and generosity of one of its patrons, removed to Oakland, Cal., and became the nucleus of what is now the Oral Public School and Kindergarten for the Deaf. It was the first kindergarten for the deaf on the Pacific Coast.

"A stranger in a strange land," do you say? No; there is no strange land and no stranger. Children are the same the world over whether they hear or whether they do not hear, and the need to understand relationships is universal. Physical form is governed by the same laws everywhere.

A kindergarten of hearing children in Golden Gate gave our little deaf children a warm welcome, and with them we enjoyed the treasures hidden away in this corner of the "big room."

Many are the problems which have presented themselves during these three years of pioneer work—pioneer in more than one sense. Not only must we demonstrate that young deaf children can be taught to speak, but also that the kindergarten is the true basis of all work for children, that its principle of unity is fundamental, that speech and language can be given as a means to an end, to express the spontaneous interest of the child even when the senses of sight and touch must do the whole work without the aid of the ear. But cannot deaf children acquire the necessary command of English in some other way than by using that which is fundamental as a mode of expression, and making the mode of expression—in this case, language—take the place of the basic principle? How can we expect kindergarten occupations added to language work to give satisfactory results?

Now comes the test. Do we believe with Browning that there

is an inmost center in us all where truth abides in fullness, and that our work is to open up a way thru which this imprisoned power may express itself.

Are we ready to refuse the large salary from a school of high standing unless kindergarten principles are made the basis and speech and language given their place as modes of expression?

Are we willing fearlessly to work out the problem before us? and only a teacher of the deaf will realize just what it means to work fearlessly on this problem.

For so many years speech as a means of communication has been denied the deaf; and when after many years, and in the face of great opposition, it was conceded possible, we still thought it could only be acquired slowly, and that the drill which must take the place of the repetition constantly falling upon the ear of the hearing child, should occupy his entire time, until he had mastered all the elemental sounds and combinations. This repetition is certainly necessary. Can it not be given in a scientific manner while the child is engaged in its natural activities?

Can you put yourself in the place of this deaf child? Can you imagine a perfectly silent world? Birds only form and motion in the air; horses, cows, dogs, and cats, forms of activity about you; not even the name "mother" to connect you with the nearest and dearest one; no word with which to express the love you feel toward her. Such a condition puts out of the question a sentimental use of what we sometimes hear called "kindergarten occupations."

A perfect understanding of child nature and a definite idea of what we wish the child to accomplish, tells us to "live with the children" in their world. So when children come to us at the age of four or five, with only the simple elemental sounds by which to express their satisfaction or dissatisfaction, we see at once where to begin. "I love you." Now how can we help them to understand what "I love you" means? It means very little to the hearing baby without the warm clasp of mother's arms; and seen on the lips of a kindergartner would mean still less to a deaf child, unless she open her heart and arms at the same time, and gather him in.

How does mother care for her baby? What does the mother-bird do for her little ones? The pets in the home and kindergarden, and the flower families in our garden, each in turn claim our



A deaf child learning to utter "I love you."

attention. It is quite unnecessary to suggest how this loving care is emphasized and illustrated, but homes and family relationships occupy our thoughts for many months.

As we have solved these problems we have come to understand in a measure, at least, the wise words of pioneer kindergartners, "that a right understanding of relationships, and a knowledge of unity as the fundamental principle of life, are necessary to make our work a success."

A visit to other schools in the far East had long been one of our dreams, and last spring became a reality. Of course we stopped in Chicago, thankful for the opportunity of showing our *alma mater* that the light of understanding had dawned in our soul.

The hearty greeting from each "director" soon bridged the absence of three years, and it was easy to take up again the thread of life in the House of Gertrude. Even tho I missed the last "house meeting" of the year, each day brought new inspiration and life, and an afternoon of games, with Mrs. Page to lead, was a fitting climax to the week spent in Chicago.



Kindergarten Occupations a basis for language work with little deaf children.

In Cleveland we found Ellen Taylor conscientiously working out her problem in a kindergarten in the public school for the

deaf. This school, opened years ago as a private venture, with signs as the means of communication, has now been made a part of the public school system of Cleveland. Signs have been abolished. With its able corps of teachers, whose motto is "Freedom and Progress," this school easily holds a place in the front rank of the oral day schools for the deaf in the country.

In one school we found a little seven-year-old girl who had spent the third and fourth years of her life in a kindergarten home. When examined upon entrance into this school at the age of five the teachers failed to discover a thing that she had learned; they really could not find that she knew any more than children who had never been in school. Later, one of the teachers told me that she was doing work that had never before been done in that school by a child of her age.



Deaf child learning to articulate.

Surely no better testimony as to the value of kindergarten training could be desired. While the child failed in the formal examinations, had even forgotten her simple vocabulary when questioned in a strange place, the environment had been so well adapted to her needs that she had grown in a natural, all-round way and was ready to take quickly the next step.

In the Horace Mann School of Boston, in addition to kindergarten work much time is being given to the development of the sense of rhythm. Small groups of children gather about the piano and with hands laid on the instrument become conscious thru the sense of touch of the vibrations which make no impressions upon the ear. Here in Oakland we are not the proud possessors of a piano, so we are learning to skip to the clapping of hands, and gently rock our babies to sleep thru imitation of motion.

Farther on in Philadelphia we were delighted to see little children in the Garrett Home School learning to talk by imitation and sense of touch when three or four years of age. There is no question about their power to do this; they simply take it for granted, and their speech in many instances is so clear, and their ability to read the lips so great, that at the age of thirteen they enter the public schools with hearing children and show quite as high an average on their report cards as hearing boys and girls.

Will not some of the kindergartners, who find the work with hearing children such an inspiration, come into this comparatively new field and add to their experience the joy of helping one of these little ones to speak its first word?

CHRISTMAS EVE.

A LITTLE stocking by the fire;
 A tiny Christmas candle set
 To guide the Christ-child on his way,
 Lest he the path forget.

A little dreamer, slumbering soft,
 The Christmas love, the Christmas mirth,
 A hint of angel song aloft,—
 "Peace, peace, good will on earth!"

The love to give and to receive;
 The Christmas vision swift to see,
 A halo o'er each little head—
 "As these are, ye must be."

Kate Whiting Patch (Selected).

THE CHRISTMAS CELEBRATION IN THE PESTALOZZI-FROEBEL HAUS.

(Translated from the German of Fraulein Annette Schepel.)

THE PREPARATIONS.

ONE day in the middle of December the children came in shouting, "Fir trees are standing on the sidewalk; its all green out there!" One child had a branch in his pocket; another, one in his belt, which are everywhere signs of the arrival of the Christmas-tree. All this rejoicing, this hearty Christmas feeling, has been awakened by their coming.

Every twig, big or little, is welcome; we put them behind the pictures, and every day brings more.

¶ The odor of balsam boughs fills the apartment, and all the morning, while reciting the Christmas songs, while looking at the beloved Christ-child picture, while telling the Christ-child story, a solemn stillness pervades the fragrant room, and a presentiment of the holy festival takes possession of the hearts of the children.

¶ But those particular, active preparations, in which the children share so gladly, are now at hand. ¶ For such a high festival everything must be clean, inside and out—cupboards, toys, and tools. The work begins eight days before the longed-for Christmas Eve. The experienced kindergartner has planned and arranged for it carefully. She knows how to skillfully employ the different forces and so use the room space that each one does his part with joy. While here the occupation material is sifted over and made complete, in another place some undress the dolls and dress them again in clean and pretty clothes, or put wagons, beds, and bureaus in order. While these scour the children's tin and wooden utensils, those clean the musical instruments and polish the stove doors till they shine; and, again, in another place, we find some of the little ones busy pasting chains for the tree, folding stars, stringing beads, etc. If the work is finished for today the entire troop unite before separating and recite together the hymn of the heavenly Child whose birth is soon to be celebrated; and under the influence of this song all go quietly home.

In a few days all is finished, and now we can begin to decorate the rooms. Some basketfuls of fir boughs are brought from the Christmas market, and a very little tree is also provided as a pre-

liminary. One of our poor little children is ill, and cannot be with us at the festival, but we will take the dear child a little tree. Some of the colored chains and stars are fastened on it, and a golden star is put at the top; red, green, and yellow wax candles are put in place, and two of the oldest children go with a kindergartner to carry the Christmas-tree to the little patient. We all send greeting and wishes for a "merry Christmas." We have now much to do, as all the rooms must be made Christmas-like.

The children of the elementary class have already wound a pretty garland of the "Christmas greens" sent by the gardener; with these we crown the beautiful pictures of the Emperor and Empress Frederick. Every year, at this festival, we remember their gracious, friendly personalities with special love, and tell the children who have never seen him how at our Christmas celebration he often joked and played with the little ones; thus they know and love his picture and adorn it for the festival.

All the other pictures are decorated with branches, our this-year's Christmas picture is provided with candles, and then expectantly the children watch for the arrival of Christmas Eve.

THE CELEBRATION.

At last the happy day has come! Great activity reigns in the Pestalozzi-Froebel Haus. The children stay at home till the glad festival hour shall strike, while the kindergartners, busily and happily, under the leadership of the motherly director, prepare for the joyfully expectant little ones. The most beautiful dark green fir trees are sought out at the Christmas market, and in each of the clean rooms is placed one of these, decorated with the things so happily made by the children; candles are placed on them in great numbers, the articles made by the children for their parents are put tastefully around them, and, finally, presents for the children, practical material for play and work, are distributed in the different rooms.

Now the festival hour has come; the children are all gathered together and each receives in his hand a green twig; and so they proceed, mute and expectant, to the solemn sound of the harmonium—an affecting picture—thru the doorway, into the now so brightly lighted room, the little two-year-olds first. The tree, full of candles, captivates the attention of the children, and the candles are mirrored in the clear eyes. Forgetful of self, holding high their boughs, and keeping the tree steadfastly in sight, they stand

there and fill the room, till the song of welcome sounds from well-known voices. A moment of deep silence, then a clear voice is heard speaking to the children:

When Christmas Eve comes, and the Christmas-tree is all ablaze, then we celebrate the birthday of the Christ-child, who brought into the world the joy of this Holy Night, saying, "Love one another," and now I will tell you of the Christ-child and his first birthday.

There was once an emperor called Augustus, and this emperor published a command that everyone should go to the town in which he was born in order to be taxed. And so a man named Joseph set out with his beloved wife, Mary. They lived in the city of Nazareth, but must travel to Bethlehem because Joseph was born there. And when they arrived there they found no more room in the inn, because so many had arrived before them. They rested from their journey in a stable, and in the night God sent to Mary and Joseph a son, whom Mary wrapped in swaddling clothes and laid in the manger.

But the shepherds were in the fields near Bethlehem, and watched their flocks by night, and, lo! the angel of the Lord came to the shepherds and the glory of the Lord shone round about them, and the angel spoke to them, "Fear not, for, behold, I bring you glad tidings of great joy, which shall be to all people, for unto you is born this day a Saviour. You shall find the babe wrapped in swaddling clothes lying in a manger.

And suddenly there was with the angels a multitude of the heavenly host, praising God and saying: "Glory to God in the highest, and on earth peace, good will toward men." And as the shepherds hastened toward Bethlehem, they found Mary and Joseph and the babe, lying in a manger. That child was our dear Christ-child, and thus his parents, Mary and Joseph, the shepherds, and the angels of God, celebrated the first birthday of the little Christ-child.

Then, in conclusion, the little ones join in singing their Christmas hymn:

Oh, Child, so holy, good, and dear,
Who for the children didst come here
That pure and spotless we might be,
And God's true children, like to Thee!
Oh, bless me, tho I little am,
Make pure the heart of thy wee lamb,
That everywhere I thine may be;
That, holy Child, pray give to me.

When the hymn has ceased the solemn feeling is dissolved in a more joyous one. Her Majesty, the Empress Frederick, who has been thus far a silent witness of what has occurred, rises to

graciously share in the distribution of the gifts. The children press around their sovereign lady, extending their tiny hands for a gift, and, beaming with joy, each receives his present, which is accompanied by a warm, friendly glance or word from the kindly donor, and then the play begins. In every room the tree is the center round which the little folk gather. Hope's symbolic green and the warm light attune each little creature to joy, and arouse in all the most generous feelings. The colored paper cornets with the beautiful pictures are distributed, and while here one child is consuming a gingerbread rider, in another place a little nibbler is examining the contents of his cornucopia; a little maiden, quite unconcerned about the others, has carried a doll and doll's bedstead into a quiet corner and rocks and sings to it softly, while the boys adorn themselves with helmet and weapons, or devote themselves to the great building blocks. What freedom and what joy!

A CHRISTMAS SONG.

SHINING sprays of ivy bring,
Twine a carcanet for Mirth,
Who shall make the echoes ring
Round the genial Christmas hearth.

Hunchback Care away shall creep,
With Distrust and Doubt, forsooth!
And the nimble quip shall leap
From the lip of Age and Youth.

And while Marian, trim of tread,
Sets the candles all aglow,
Slyly o'er the maiden's head
One shall hang the mistletoe.

Then it's ha! my lass, and hey!
And it's ho! my lad, and hi!
Faith, his wits are gone astray
Who would let the chance slip by.

-*Clinton Scollard (Selected).*

TWENTY KINDERGARTEN TRAINING SCHOOLS.
WHAT THEY TEACH AND HOW AND WHY—ALSO
REPLIES OF LEADING KINDERGARTNERS
TO IMPORTANT QUESTIONNAIRE.*

VIRGINIA E. GRAEFF, CLEVELAND.

II.

MOTHER PLAY.

IN regard to the method of teaching this subject we find that every training school uses this book either as the basis of work for incidental study or as a reference book. Miss Poulsson as special teacher of her subject writes:

Students learn the important mottoes; read commentaries before coming to class; ask questions in class concerning anything in commentary not understood; sing the child-song which is the subject for the day; give experiences in using song and picture with children; give their ideas on the application of the truths suggested, first to child training in general, second, to *child training in the kindergarten*. My aim as leader of the class in this study is particularly to make the connection clear to the students between the truths commented on in the Mother Play and the kindergarten's daily work.

And from the same training school we read that the subject is taught "as simply and technically as possible," and to this is added what seems of great importance. "It seems especially important at first to gain the nurturing idea and to avoid the too abstract philosophy."

From another training school we read that "the Mother Play is the soul and center of all the work;" and again another correspondent writes:

It is used during the entire course of two years as a text-book, and is studied earnestly and with profit. Every student is expected to make a summary of each play, and when questions are used they are based upon those prepared by Miss Blow. Her "Letters to a Mother," "Symbolic Education," and "Snider's Commentary" are often referred to in order to elaborate and clear the thought.

Another principal writes that it is used "Every week to every

*Continued from the November number.

class," and again we learn that a two years' course of study is given to the Mother Play.

Another paper reads:

In regard to the Mother Play, we give the first twenty-three songs the first year. We have two weeks' study of each song, giving an analysis of the Commentary, Motto, and Picture, to see what Froebel intended, and then a lecture is given when the students do not take notes, and then the students write on the same. The rest of the book is given during the second year.

Again we quote:

The study of the Mother Play takes an important place in both the first and second year's course. Ten plays come into the first year and ten into the second, which are carefully considered by the class and time taken for the studying and application of the principle to the child and the student. The Mother Play proves to be the most natural door to the sympathetic study of the child and of self on the part of the student.

From five training schools we quote the following answers:

Careful study is made of some plays, rather than more superficial study of all the plays. The book is studied thruout the two years. Connection is made between the ideas in the Mother Play and corresponding ideas embodied in the gifts.

We take eight or ten plays the first year and ten the second.

The Mother Play is the only text-book used. Teachers are not prepared for it until the latter part of the first year. Take ten finger plays the first year. From twelve to sixteen selected plays the second year.

I spend one hour per week the first half year on the Mother Play. Take up one play at a time trying to see its lesson for the kindergartner as well as the mother.

We have a lesson or two upon it during the junior year; thoro study of it thru the senior year.

We read again that in the Mother Play another training school studies the pictures and mottoes, and that "the underlying thought is emphasized by means of psychology, child study, and literature."

The following comparative outline is given for a two years' course:

Junior Class.—Weekly lessons in fall term, ten weekly lessons in closing spring term. Selected Mother Plays are considered for the following three purposes: (a) as basis for observing the growing child mind, as it is evidenced in the native and spontaneous activities; (b) as an outline guide in studying the steps by which a child may ascend from individual activity to social service; (c) as

reliable subject material for the daily kindergarten, resource-equipment of young student, as data in life-history of children.

Senior Class.—Two class sessions per week for ten weeks, usually fall term: (*a*) use and understanding of the plays as instruments in symbolic education; (*b*) consideration of the plays in groups, as nature, social, industrial; (*c*) psychologic import of same.

From a normal school we read:

Froebel's Mother Play illustrates typical phases in a child's development and the method of aiding his development. In my junior course, known as kindergarten theory, the child's development is studied from birth up to and including the kindergarten age. The different Mother Plays are taken up in connection with the phase of development they illustrate. The literature of child study is taken up in connection. Hence the course is a practical study of child psychology, and the twenty weeks of work given by one of our professors supplements and enforces it, so that the students may know psychology as a *science* as well as in its applications.

From the minute study of the Mother Play, the study of typical plays, the linking of the book with child psychology (this term used in the modern sense of research and experiment) to the use of it as a "reference book" only, we have many contrasts in these answers. One principal writes of a "general study of each play in relation to the interests and activities of young children," while again we read that "the book is studied late in second year." Students prepare on several plays for one lesson. These are discussed in class and the meaning of each, with its suggestions to us as teachers, made clear.

We quote finally from another principal:

The Mother Play is referred to thruout the entire training, tho the detailed study of it is not taken up until the senior year, in connection with the history of education.

In regard to the question, "Do you use the Mother Play as the basis of the program or only incidentally?" one principal says: "It is not used as *basis* of program, but only in connection with it;" and then we read that it is "never used as basis for program." This distinction is again made in regard to its use for the program:

Programs based upon the thought of the Mother Plays are worked out in the Theory class to illustrate to juniors the character of kindergarten programs. We do not use the Mother-Play Book as the basis for our programs in the normal school kindergarten.

One teacher writes that, "When it is helpful to interpret a sub-

ject the Mother Play is used as a program basis." Another correspondent writes that it is so used "partially." While again we read, "We use the principles as a basis of program work."

Three other training schools write without further comment that they use it as basis for this work.

We conclude this portion of our subject with the following quotations:

We use the Mother Play as the basis of our program, or, rather, the focus of each subject is found in the Mother Play.

Different Mother Plays underlie consciously or unconsciously all our work, and we endeavor in the program to make this conscious.

The principles contained are used as bases of programs, but not the plays themselves.

In answer to the question, "Do you recommend the Mother Play as a picture book for children?" the answers I again label as affirmative, partially affirmative, and negative. One correspondent writes: "I recommend its use for the children. They adore it;" and again comes this affirmative, "We heartily recommend the book as a picture book for the children." Six correspondents answer in the affirmative without further comment, while two others respond as follows: "Yes, decidedly it is used;" "Yes, especially when the single pictures are furnished." We read again that it is "used as a picture book and enjoyed."

Another correspondent writes: "We use the book as a picture book. Also hang the pictures on the wall." While again we read that "Some of the pictures are attractive to children. We use the large ones, one card as needed."

One principal who recommends the Mother Play as a picture book writes: "I think children are interested in it as a picture book, but the pictures are crowded too full of detail for them to get much from the Blow edition, for instance."

We read again that "Many of the pictures may be used with profit."

One correspondent suggests that "Children must have a kindergarten to explain the picture and point out the lesson;" and another writes: "We do not use it as a picture book, but hang up pictures while talking of subject." One principal writes that the "Mother Play as a picture book is not used to any extent," and two training schools "do not use it with the children."

PROGRAM.

In answer to the question, "How is program taught in your training school?" some helpful suggestions as to the method of conducting this important subject are given, the basis of the program varying in different schools. The Mother Play used fundamentally or incidentally, Miss Blow's program, the child and his relationships, children's instincts, activities, interests, and environment are used by different training teachers as starting points. One teacher writes:

Program is taught—first an outline of year's work, very general and admitting of personal modifications. Each pupil hands in original program during senior year, are encouraged to be original, and are warned against using old programs unchanged for new children, or the programs of others. I have a horror of a David using Saul's armor, when his own sling is the only weapon with which he can win.

Again we read:

Program study goes thru the entire course in connection with the kindergarten practice. Class work during the first year is chiefly constructive. During the second year close analytical study in all branches of the program, and its relation to child development, is pursued; programs made and closely criticised in class.

One principal writes thus:

Six lessons are given on program work the last half of the first year, and that in the second year programs are made for a week at a time for each table, then for a month, and for a year. The year's program is not to be followed as a model, but is made to give students a survey of the year's work.

The two following answers are brief and to the point:

Program is taught by weekly lessons in theory and practice in making and carrying out.

The program is taught by the discussion of principles underlying the work and general method of presentation, and the students make out original programs.

Again we read:

After students have had a year's experience in making weekly programs in the kindergarten, where subject-matter is given by the director, the subject is taken up in class. The guiding principles of program work are given and then students required to submit yearly programs in outline, and some few weeks in detail. These are criticised and discussed in class for the benefit of all.

The following answers give a good idea of method:

Different phases of the program are discussed, special study is given to two chapters in "Symbolic Education," and students are required to prepare experimental programs which are discussed in class.

My teachers are trained the last half of the first year to select materials to suit certain subjects, or to take materials planned and write out the introduction and method of presentation. The second year they have the outline of the work given them, writing out introductions to each period of work, and giving the outcome for the child of the day.

Base our program on monthly subjects subdivided, seasons, etc. Have a special lesson once a week. The aim of the program is to lead the pupil to organize her work. Believe they must have a detailed program as a model, but should be encouraged to use only outlines, and fill in according to circumstances.

Talks on the program by the teacher are followed by conference and discussion. Each student then prepares a plan of work which is criticised by the teacher and discussed in the class.

Programs are made by individual students under the direction and criticism of critic teachers. The critic teacher is the principal of the kindergarten in which the student practices. Each student teacher works out her own program from the general plan of work suggested by the principal. Each week's program is given a mark and criticised, and a full report is sent in to headquarters each month. At the end of the senior year the theory of plan and program making is taken up in the training class, when each student originates and submits to the class plans of work for the different seasons of the year.

One training teacher writes: "Impossible to tell you how program is taught, as it is never taught twice alike." Two correspondents base their work on Miss Blow's program, and write as follows:

At present the directors and paid assistants' class is receiving Miss Blow's program for the year, which is very greatly suggestive.

The program used as a typical one is that approved by Miss Blow with a few changes. Each student is required to make an original program for four weeks, at different seasons of the year.

Again we read that program is taught "always by making plans for a week, a month, a year, for all phases, or one phase of kindergarten life, for children of special class and environment—if possible, for actual use in practice." And in another training school we read that programs are made "from the basis of instincts, activities, interests, environment."

One principal writes us that her students make a study of children's fundamental interests, and the programs are based on these.

The seniors write their own programs, using some outline, i. e.:

SUBJECT.

<i>What?</i>	{	General subject.
		Special subject for each day.
<i>Why</i>		take this subject?
<i>How</i>		best help the children?

MATERIAL.

<i>What</i>	materials, stories, songs, games, etc.?
<i>Why</i>	use these?
<i>How</i>	use them to the best advantage?

These programs are talked over and criticised by the class from a pedagogical, psychological standpoint.

From the kindergarten department of a normal school we read as follows:

In the junior theory already referred to students are familiarized with program-making in connection with some of the practical Mother Play. Students familiar with the regular program carried on in the normal school kindergarten make out others, which are discussed, criticised, and corrected.

"EDUCATION OF MAN."

It is interesting to note that much careful and detailed study is given this important book. In answer to the question, "What place do you give this book in your training?" one correspondent writes:

The time allotted to "Education of Man" is necessarily much shorter than we all desire, and our method has largely to be governed by that fact. The rapidity with which we cover the ground depends upon the caliber of the class.

The young women are not usually given to thinking along these abstract lines, and, therefore, we move slowly, discussing the text, as Commissioner Harris suggests, "sentence by sentence," oftentimes word by word.

We move thus thru Part I, and Part II, if possible, making a practical application at once of the truths stated when we can, not only in our kindergartens, but in our own lives.

We spend from twelve to sixteen afternoons on it (one hour to one and a half hours). I then select the important topics contained in the remainder of the book, and the students study these out of class and review them in a paper.

One of the most helpful plans of the work is the bringing in of quotations from other authors who have said the same things

in different ways. We gather these in a notebook as side lights on our study.

I believe the "Education of Man" to be one of the greatest books of the century past and to come, and I wish it might have a larger place in our training work. It is both inspirational and practical, if one knows how to apply it.

Another principal writes of the "Education of Man," that she gives it the "highest place of all kindergarten books." We learn again that it is "one of the regular studies of the senior class"; and from another correspondent, that it "is studied during the entire second year."

In one training school a course of twenty lessons is given in this book; and, again, "a year's study (one lesson a week) is given," and it is given as "a distinct study in the junior year." And in two other training classes, "ten lessons and a study of the book, twelve weeks in senior year," is part of the curriculum.

One principal writes that the "Education of Man" is studied to the end of the chapter on the "Boyhood of Man," and is paraphrased by the students.

Again we read of "special chapters" being studied, and, again, of the book being used "in connection with several of the courses given." We learn that it is taught in one training school in the third year's course, and used as reference book in another school. From another correspondent we read of this book "used constantly as reference in connection with our life with the children, observation of children, child study, psychology and pedagogy."

The three following answers speak for themselves:

The "Education of Man" is given a most important and detailed study in our history of education.

The "Education of Man" I use the second half year, to take the place of the Mother Play.

We use Hughes' "Froebel's Educational Laws for all Teachers" to give us the gist of "Education of Man." This is in senior year.

And, finally, from a normal school, we read that "in the senior year the students first use Bowen's "Education by Self-Activity" and then the "Education of Man."

"THE PEDAGOGICS OF THE KINDERGARTEN."

In regard to the study of this book one principal writes: "'Pedagogics of the Kindergarten' is used in connection with the study of Froebel's whole idea of education, also as collateral reading and

for interpretation, not direct application." In another training school it is used "as the basis of gift work and study. In second year class this book is used as a text-book."

One correspondent writes that "the 'Pedagogics of the Kindergarten' belongs, in my opinion, to post-graduate work."

Five training schools use this book for reference only. One correspondent says that this book and the "Education of Man" are "used constantly as books of reference in connection with our life with the children, observation of children, child study, psychology and pedagogy."

Another writes: "'Pedagogics of the Kindergarten' is not studied by the students, tho quotations are given to them from it in connection with their study of the gifts."

This book is used in another training school, "as a text-book in connection with several of the courses given." Another correspondent reports that "special chapters" are studied, and again we read that "some parts are valuable but much may be omitted."

Two training schools report that they do not use it as a text-book. One principal writes that "it is used in connection with the gift work and games." Another writes that "The Pedagogics of the Kindergarten" is used for a reference in the gift work of both years of training." Again it is reported as "used in connection with gift work," and as "used in connection with gifts and primary methods."

LITERATURE.

This is taught in connection with a study of stories, or to guide the student in relation to a proper choice for children. In a few instances great literature is taught, such as a critical study of the Odyssey, Dante, Goethe, Shakespeare. The principal of the kindergarten department of a normal school writes:

A twenty weeks' course in literature is required for graduation from the kindergarten course. This is given by the teacher in literature, and is intended to give students the insight and ability to organize and direct the reading of the children in the different grades. Hence there is a constant reference to the interests of children of different ages, tho the work begins rather above the age of kindergarten children.

From another training school we read: "The only study of literature which we have in the course is that to prepare students for the selection of children's literature."

And again, another correspondent says: "We study literature in much the same way as Miss Burt has outlined in "Literary Landmarks."

In one training school literature is studied as found in myth and story and in relation to the history of primitive peoples especially.

One principal writes: "Literature is constantly used in connection with the different subjects of study." We read again that "literature is taught in connection with stories; and that "general lectures" are given to the students on this subject; and another correspondent writes, "Literature is taken up in connection with story work and story making." We again read: "We have Norse myths and other literature the second year." One school reports that "literature as such is not taught," and another principal writes, "No definite study of literature is given in connection with the course." Again we read: "We cannot find time for regular work in literature, but must rely upon the student's previous training in high school or university."

One principal writes: "I give no course in literature, tho one is planned for next year."

Five training schools give a critical study to great literature. One principal writes of a "critical study of the Odyssey." Another reports "a course of ten lessons" on the same subject; and another replies, "We study great literature in the second and third year classes, Shakespeare this present year, that pupils may see the ethical content." Again we read that "literature is taught by a specialist," and in this case we know this work to be "Literary Interpretation," the prospectus of this school stating that "during the last half year special work is given in the critical appreciation of literary masterpieces, more particularly those of the narrative and epic order."

One training school reports under the head of literature: "The students have access to an excellent library of standard works; they have two or three courses of fine lectures."

We quote a final word on this subject:

Believe the difficulty comes thru introducing subjects like "great literature," etc., which are valuable as culture but have no direct bearing upon the work. Would eliminate the direct teaching of any subject not necessary to the application of real kindergarten principles. The kindergarten training school is a school of *applied psychology, science, and pedagogy*. A broad foundation

must be laid for the study and culture, tho the study of literature, art, music, etc., must follow after training.

HISTORY OF EDUCATION.

Some interesting answers are given to the question as to method used in presenting this study to a training school. One principal reports that in the second term, senior year, an "informal method" is followed; that "different books are used for the central text," to which "research from other authorities is added."

Again we read:

The "History of Education" is studied from Compayré as a text-book, with library references, in connection with lectures by a specialist, each student writing a thesis on the ideal of a given period and its ablest exponent.

Another correspondent says:

Early in the senior year lectures are given on the "History of Education." Topics are also given for reading and study in preparation for the writing of a paper which traces the evolution of the educational thought and methods in different countries.

The principal of the kindergarten department of a normal school writes:

A ten weeks' course in "History of Education" is given by the regular teacher in that subject. In addition I give about five weeks to the life and work of Froebel.

Again we read that this subject is given in the third year class, and that Quick's "Educational Reformers" is used as a text-book, to which is added "a critical survey of the writings of most of the noted reformers, and a noting of the development of the kindergarten idea from the period before Froebel's time and the place the kindergarten bears to the new education."

We read again that one school has the subject presented "in lecture form once a week during the entire second year," that a third class studies "something" in the "History of Education," and that in another school it is presented as "a combination of lecture and class work."

Again, "the 'History of Education' is considered from a literary and pedagogical standpoint." And another principal reports the use as a text-book of Quick's "Educational Reformers," and adds to this statement that lectures are given and papers written.

A training school in connection with a college states that "the 'History of Education' is given in a full course in the education

department; "and we read again that "in connection with a course on the 'History of Education' much collateral reading is done. An occasional quiz is given and themes written."

Another correspondent writes that the "History of Education" is given in the senior year as briefly as possible, with the exception of Comenius, Rousseau, Pestalozzi, Herbart, and Froebel. And again we read from another school: "We give work in informal lectures on Comenius, Rousseau, Pestalozzi, Froebel, Herbart, and Herbert Spencer. Do not use books except for original research."

In the kindergarten department of a normal school the principal writes:

The "History of Education" is given three times a week in the first half year. I do not give it, as it is a normal school subject. Subjects are assigned for the lessons, the phases of it indicated, reference books given, then the class has a time when each contributes what has been discovered, and this is supplemented by the teacher. Very little lecture work is done by the training teacher.

We read again of the study of the "life and work of the greatest educators, of reading in class from the books of each to find the principles on which they based their work. These principles are then compared with the educational principles alive today."

Only one correspondent makes especial mention of the study of Greek education, tho we know it is followed in one or two other schools. This teacher writes of "a year of study of "History of Education," using Davidson's history as text-book but requiring much supplementary reading. The general method is the lecture."

The two following answers close this subject:

In the "History of Education" we use the comparative method in studying the great educators, after Froebel has been given a distinct place and his principles somewhat assimilated. Committees make out a bibliography, and report on various great reformers and their times. So the work is lessened for each.

The method used in treating the subject of "History of Education" in our training class is, first, the use of a text-book on the history of education, beginning with the Oriental nations down to the Reformation, with historical references. Beginning with Comenius on thru Rousseau, Pestalozzi, Herbart, Spencer, and Froebel, the educational books of these writers are studied by each student, and analytical criticisms of each handed in after full discussion of each book in class.

SOCIAL SCIENCE AND PRIMARY METHODS.

In answer to the question: "Do you give these two subjects a place in your training?" we quote several interesting answers. One correspondent tells us:

A short course is given in each subject, in charge of two of our kindergarten graduates, each of whom has had college or special training along these lines. The work is given in lecture form, only a five-minute synopsis required of the students at the close of each lecture.

The principal of the kindergarten department of a normal school writes:

A course of ten weeks in primary methods is given by myself, accompanied by observation and practice in the primary grades of the model school. Social science is not included in the course as a definite study, but the head of the social science department always gives the kindergarten students a course of lectures during the year.

Again we read in regard to the second subject of our question, while of the first no mention is made:

Believe the elements of sociology are imbedded in the very foundation of the kindergarten idea of coöperation and community of work and feeling. Believe Froebel was the *greatest sociologist*; that his principles are applicable to every nation. Do not use books on sociology.

By this question we wished to convey the idea of social science viewed from the standpoint of a study of definite economics.

One school reports that "we are planning to give a place for primary methods after this year," but reports no work in social science.

Again we read of "no definite social science; primary methods given to a limited extent." And another correspondent writes of the teaching of "primary methods to a considerable extent," while none but indirect teaching is given in social science.

Again we read of "social science and primary methods offered as elective in our course."

We quote without further comment the following answers:

Primary methods we do not have, but hope to another year. We have about six lectures in sociology.

Social science—primary methods—the former, no; the latter, yes.

We have a course of lectures by a specialist on sociology

Each senior is given the opportunity of practice in the primary grades of the model school.

A few lectures on primary methods and observation in primary schools.

One school reports eight lessons in primary methods and a short course in sociology. We read again an affirmative reply to this question touching the two subjects.

Another correspondent says that in her class "social science is taught thru actual contact with civic life and its demands on the individual."

We learn again of "a short course given in primary methods," and another principal writes that in her training school "talks are given the students by primary teachers of marked success, and each senior has a month's observation in primary school. All have an opportunity to assist in clubs which are connected with our social settlements, also to spend an occasional evening in entertaining the people."

One training school reports no work in either of these lines, and another answers in the negative in regard to primary methods, while as a final answer we read:

I do not understand this question. We have special classes in connecting class and primary methods one year. They are not given in the training school.

OUTLINE FOR NOTE-TAKING.

In answer to the questions, "Do you encourage outlines in note-taking and short abstracts? What is the average length of your abstracts?" we quote the following four answers:

We do encourage outlines and note-taking, with abstracts on only the most important subjects studied.

I encourage *listening* rather than note-taking.

We do not encourage note-taking in the way of making a copy, but think notes are helpful to the young students in formulating their thought later.

I encourage outlines in note-taking, and nearly always assign written work upon a part only of a given topic.

Another correspondent writes that outlines in note-taking are a matter of individual option with the pupil."

Again we read:

My students are expected to take notes, but are not required

to write them out in outline. I do not require many abstracts, but want them full enough to cover the subject well.

One principal writes: "We encourage outlines. Papers are written answering definite questions."

Again we read of "reasonably short abstracts," and that "long abstracts" are seldom asked for and "more outlines than abstracts" encouraged.

One answer tells us that the teacher has "required full notes, letting these take the place of abstracts."

Another principal writes: "Students do more writing of brief outlines than of abstracts. All papers are short."

Three training schools encourage outlines and short abstracts, One principal writes:

Give all the work in the form of informal lectures and discussions. *No note-taking*. Give a series of questions upon the subject, the teachers finding their own books of reference.

Only one answer implies long abstracts. It reads as follows: "We do not have short abstracts until the second year."

As to the length of these abstracts the answers vary. We give six as typical.

I suppose five or six pages are an average length.

Abstracts average four pages of note-paper. Mother-Play abstracts are longer.

Five pages on common paper written one side only.

The length of abstracts varies with the subject, but I always encourage the concise rather than verbose expression.

We always encourage short abstracts.

Roughly we might say from three to six legal cap pages was the average length of an abstract.

One answer states that the length varies, and that "the topical plan is often used in notes."

Again we read that this work is given "by points—five, six, and seven," and that "otherwise it is almost impossible to answer the question."

(We have known of from fifteen to seventeen "points" given to guide a student in writing a Mother-Play abstract, and these points touched so broadly on the eternal verities that under the circumstances it was impossible to write concisely in small compass, and cover the ground so outlined.)

Of our two last correspondents one "cannot tell" the length of

abstracts, and the other, tho encouraging outlines in note-taking and short abstracts finds it "impossible to give an average with any degree of exactness."

In answer to the second question under this head, "Do your students write abstracts on the Mother Play and the "Education of Man." One principal writes:

Students write at least a part of an abstract of most of the Mother Plays but not on the "Education of Man." They sometimes make topical outlines of chapters.

Again we read:

Our students write on the Mother Play and "Education of Man," yet we would hardly call their papers abstracts. Discussion of these in class is much fuller and more detailed than the written work.

We subjoin the following six answers which speak for themselves:

They write abstracts upon the Mother Play, and the "Education of Man" is reviewed by questions prepared by different students.

Abstracts on Mother Play; program upon many of them. "Education of Man" (Hughes' "Froebel's Laws") also written upon.

They write abstracts on the Mother Play—ten the first year, ten the second. In the "Education of Man" they formulate original thought in a notebook in answer to a questionnaire on the first two chapters, with references to other portions of the book.

No; they write a paper on "Some Educational Principles and their Application found in the 'Education of Man.'" These papers must be in the words of the student and are limited to fifteen thousand words. They write papers on four or five other subjects during the two years.

An original abstract is written on each subject, not to exceed from three to five minutes in length, which is read in class. From twenty-five to thirty during the year.

Mother Play—yes; "Education of Man"—no.

One principal answers "yes" to this question, but adds, "not set abstracts" after the affirmative. Again we read that "occasionally" abstracts are written on the Mother Play, sometimes only outlines are made, but that "no abstracts are written on the 'Education of Man.'"

Another training school reports that abstracts are "rarely" written, and we read in another paper of Mother Play abstracts, but "more on the 'Education of Man'" are implied if not so stated.

We read from another training school that an abstract "once a year" is given on the "Education of Man," but that "students write on Mother Play for two weeks" during the entire two years this study is continued in the training school in question. And from a previous statement we infer that this writing is done once every two weeks during the two years.

Two other training schools reply in the affirmative in regard to the writing of abstracts on both books, while as our two final answers we quote these statements: "Yes, papers are written answering definite questions." "No, I do not require abstracts on the Mother Play nor on the 'Education of Man.'"

PRINTED GUIDE.

In regard to the use of a printed guide in the gift and occupation work, the majority of the answers are in the negative; a few approve of it conditionally; three teachers indorse its use. This question is followed by another: "Do you not think a guide would save time, and the teacher as well as the student?" In answer we quote as follows:

No; I should consider it a very poor plan, as the letter might be gained without the spirit. Possibly a little time would be saved, but it might be at the expense of something more important. As these students have passed the stage of imitation the work should be planned so as to show thought, power, skill, understanding, quickness, and ability in every direction.

And again we read a similar opinion in the following answers:

I do not approve. Very likely it would save time, but that is not the most important question.

Do not use printed guides with gifts and occupations; such a plan would be an increase of work over the method we now use.

No. My students do not know that there are such things as printed guides. I do not own one myself.

It might be a saving of time, but that would be more than offset by the loss of originality and flexibility in the work. It would certainly become mechanical.

A printed guide is dead and is bound.

No; it might save time at a sacrifice of something more important.

I do not approve a printed guide. It does not develop creative power, or develop resources, and therefore in the end does not tend to simplification. Because a student does not honor sufficiently "the courage of crudeness," inspiration is more desirable than copy.

We do not permit the use of any guide or book in kindergarten practice. The students originate, and learn their sequences, keeping a list of transformations as an aid to memory. No books of reference are allowed in classes or in practice. Students must know the underlying principles, and be able to adapt themselves to circumstances as they arise. Anything that would lessen the independence and originality of the kindergartner would be detrimental. She must be mistress of the situation without dependence upon aids of any kind.

Five answers are briefly in the negative in regard to these two questions. One correspondent writes:

I have not considered the question sufficiently to answer.

The three answers which approve of the use of a guide conditionally are as follows:

We do not find any printed guide which is satisfactory and complete. We have several for reference, but cannot rely upon them entirely.

Froebel's printed guides are very good; I recommend them. Otherwise, no.

I have never used a printed guide, except that this year I have found Jeannette Gregory West's convenient as a receptacle for my notes, and have come to think that it would prove a convenience for the students. I should, however, use it chiefly as a notebook, and should continue my present practice of developing the gifts.

The three correspondents who indorse the use of the guide reply as follows: the first answers in a brief affirmative to each of the two questions, and the second writes:

Whenever there is good printed material of ready access, I see no reason why it may not be used after the student has learned the general methods etc. I discourage such things in beginning because it seems better for the student to depend on herself for the evolution of a simple idea.

The final answer reads:

I approve of students using a printed guide in the gift and occupation work, but not at the beginning. After they have worked long enough to see a principle, and the manner of working it out, I think there is no significant loss if they have suggestions or guides in the working of others. It saves time for teacher and pupil that in my opinion can be better spent.

The two last questions and answers on this subject read as follows: (a) In your opinion would such work be rendered mechanical

and would a loss of originality on the part of the student ensue?
(b) If you deem this to be the case, please give reason.

Yes. I believe the relation between the gifts and the student is determined by the training teacher, who must enable each one to discover anew the essentials. No expression of originality would result, and the students would not be stimulated to the best effort.

Each student will need to plan for her own group of children. Their environment will make certain things desirable in an order not contained in any printed guide. Therefore she must, while in the training school, learn to study the child—his experience, his immediate needs of nutrition and expression, and at once plan to meet them. No guide is sufficiently full and elastic in the first place, and were it so she would be robbed of the joy and power arising from creation.

To limit the student and make him a machine.

Froebel's fundamental principles, as set forth in the "Education of Man," demand that we should not attempt to educate in this way.

Depends upon guide. If guides are sufficient why go to a training school?

It would very likely do so. It seems to me that the principle of creative self-activity applies as well in the education of the normal student as in that of the child.

To confine the student to a printed guide, or to approach the gift first thru a guide, would seem to me to render the study mechanical.

Such a method in our opinion would render student's work mechanical with loss of originality.

Students study the gifts themselves, bringing in original plays, which are given in class, followed by a full, free criticism from students and training teacher. Guidebooks are exhibited to the class, but no further use made of them. Students are thrown on their own resources both in investigation and application, tho, of course, this is done under the guidance of fully trained, critic teachers. We feel this encourages an independence which is safe under careful direction, saving both time and strength of all the teachers.

Four correspondents suggest that a loss of originality would ensue if a printed guide were used. One of these says "not encouraging originality would result in a lack of it."

Another writes that the use of a printed guide, "besides being insufficient, would render the work mechanical," tho this correspondent uses the guide for reference.

We dismiss this subject with three more quotations:

One of the main objects of the work is to increase creative power in the students. Following the thoughts of others in this work would paralyze their own thinking.

We need to be constantly studying to see the old work in new lights, or in new ways. Such a guide would be a temptation to go over old work with no new inspiration. I never like to do my work over two years in succession in the same way, and if I do I plan it newly every year, without looking at my old notes, thus trying to keep it like a fresh subject in my mind.

A teacher can have her pupils original or mechanical as she chooses and guides them to be.

And in answer to the last question the same correspondent writes:

This would be entirely as the teacher would make it. Given a resourceful, original teacher, the printed guide serves mainly as an anchor, or as a means to a definite end. It is time and energy saving.

THE CURTAILING OF PRACTICE.

In answer to the question, "How much practice during a two years' training do your students have?" we quote a group of answers: "Two years in most cases;" "eighteen months;" "eighteen months or seventy-four weeks;" "we require seventy-six weeks of practice in our two years' course;" "all but two months of the two years;" "two years of nine months each—eighteen months. I sometimes allow diplomas with sixteen months if practice is exceptionally good;" "two school years of fifteen hours each week;" "to within the last two seasons, the full two years. Practice at present some few weeks less each year;" "every morning during the junior year, but the senior year is often spent in both observation and practice teaching;" "nine months' practice, three months observation once a week;" "our students have four months' practice teaching, when they are responsible for their program and under constant criticism and supervision. They have, besides this, several months of systematic observation, when they follow the program and discuss it with the teacher."

We quote two answers in full:

Students practice every morning for the whole two years. Do not think it could be lessened to advantage. Do not find the teachers overweighted with work or responsibility. Find that health and spirits improve while training. Would continue to do so while teaching, if schools were properly organized, one session, etc. The students practice mornings in public school kindergartens, attend lectures three afternoons from two to four o'clock,

two subjects each afternoon. Games and theory, music and gifts expression and occupation.

As soon after entrance as students show ability to do practice work under critic teacher they are given small groups of children. The ability of the teacher determines the time when she shall take charge of a group of children. Those who have had previous experience in teaching are put to work very soon; inexperienced teachers observe at a senior's table until ready to take charge of a small group of children.

One correspondent writes that the amount of time a student shall give to practice "is not yet decided," while another training teacher says that she asks of her students "usually three months of steady outside practice. The rest of the time they observe and assist as needed in our own kindergarten."

Again we read that another school requires for "the first year chiefly observation, occasional practice. Second year, three months' practice."

From another correspondent we read that "the juniors have three months' daily practice, five months' observation two days a week, and that the seniors have five months' daily practice."

Our last answer to this question reads as follows:

Our students practice only the senior year, the greater part of the practice work being done in the normal school kindergarten. They do not practice for the entire session, but observe a part of the time and are familiar with the whole program. When they have acquired a reasonable proficiency they practice in the public school kindergartens and in the primary department of the model school.

I give our kindergarten course to make my statements concerning it clear.

JUNIOR YEAR.

First Term.

Kindergarten Theory.....20 weeks
Kindergarten Technics.....20 weeks
Drawing20 weeks
Music10 weeks
Composition and Rhetoric..10 weeks

Second Term.

Kindergarten Theory20 weeks
Kindergarten Technics.....20 weeks
Biology.....20 weeks
Drawing10 weeks
Psychology10 weeks

SENIOR YEAR.

Kindergarten Principles....20 weeks
Practice Teaching20 weeks
Nature Study10 weeks
Literature20 weeks
Music10 weeks

Kindergarten Principles....10 weeks
Practice Teaching20 weeks
Primary Methods10 weeks
History of Education.....10 weeks
Child Life in History10 weeks
Expression10 weeks
Psychology10 weeks

We subjoin the following question and answers under this head:

Do you think the morning practice of a student might be omitted for three months of each of the two years without serious loss?

In some cases, but not in all. I feel there is much gained by seeing many different kindergartners at work.

I should think an occasional recess of two or three weeks would be very desirable, and would interrupt the continuity of the year in kindergarten less than a period of three months.

It might be possible. I should like to try it, but am prevented by the fact that many seniors are paid assistants and the kindergartens literally cannot spare their services.

I am not prepared to answer this, but I think it might be done and perhaps with advantage.

If not three months, at least some time might be omitted.

Three months each year, I think, is a little more than wise. Two should be adequate.

Scarcely so much.

Three answers give a brief affirmative while a fourth correspondent adds:

"Yes, especially if much academic work is needed to fill out deficient previous training.

One answer is in the negative without further comment, while another reads:

I do *not* think the morning practice of a student might be omitted for three months each year without serious loss. If the three months are omitted at all, think it should be the first three months after the student enters the training school; think the omitted period should then be spent in observation. We feel the practice work, *if possible*, even more important than class work, as the teachers there have an opportunity to learn by the actual seeing and doing. So important do we feel this point here, that the diplomas of graduates are not signed until every day of work lost, either from observation or practice, is made up. While this is our experience we do not feel we can afford to be dogmatic about it, as we have never tried the other method, our only means of judging growing out of a comparison of teachers who, for some reason, have lost three months' practice work with those who have had full two years' practice. So far this comparison has been very much in favor of the girls who have had the longest experience in practice work under supervision.

The four following answers close this phase of the subject:

We do not feel that beginners can afford to lose the direct contact with the child, and believe that the theory had better be curtailed during the first three months. This is effected in our school by giving them the freer side of the work in songs, physical culture, nature study, games, etc., during the first months. We have become convinced that the "kindergarten spirit" descends upon the student thru baptism by immersion, or fire if necessary, rather than by judicious sprinkling.

Instead of omitting the practice for three months of each year I would postpone it until at least the last quarter of the junior year. A year and a fraction of practice, after observation and some study of the kindergarten theory and technics, is infinitely better than two years when the work is begun before such knowledge has been attained. I have very positive convictions on this point, and could say much more.

The extent of actual practice should be regulated by the training teacher according to the individual needs of her students. Each student should feel free to come to the teacher with special difficulties and perplexities, in full confidence that her needs will be carefully considered. It does not seem at all wise for any student to hold a regular position for practice work thruout the year. It is well-nigh impossible to do both kinds of work well and preserve the health and spirits.

I *am positive* that no student can meet the demands of our course if she gives her entire mornings for two years to practice work, without serious consequences to health. Many of our students live at long distances, and this increases the difficulties. I advocate much less practice time than is ordinarily given, with the result that the graduate must consider her first year of work a time of *practice*, and must not expect a responsible position til after that season is past.

The last questions under this head read:

Could not the more difficult subjects of the training, and much of the handwork, be done at this time with great gain to the student's health and spirits? Would it not be possible to make up the practice in the student's later work as a kindergartner?

The following answers show somewhat different standpoints. We begin with those who do not deem practical the suggestion made in the question.

We doubt the advisability of this plan, tho if a student's health and spirits give any evidence of overwork, work is always lightened somewhere, omitting, if need be, her practice work until her health

and spirits are normal. Am not sure, but think the effort to make up practice after student's graduation, with no critic teacher at hand, might be detrimental to both children and teacher.

Provided the work is properly planned I see no reason why students should lose their health or spirits; they should work by "Power Thru Repose," I fail to see where time could be found when one was teaching.

It has been my experience that eighteen months' practice is all too little. Also, that students taking theory without practice for any part of the time do poorer work than when in the kindergarten in the morning. They seem to need that incentive.

Our work has never proved too difficult. The afternoon work seems to give inspiration and take inspiration from the morning work. We try to have the students have not more than ten children at their tables. It seems to me better to lessen the strain thruout the two years, but were this impossible, and the students overworked, I certainly would recommend any necessary "curtailment of practice." The student's health and spirits are our first consideration—the same as with the children in the kindergartens.

I have found students quite unwilling to be absent long unless ill-health required it. Without doubt the training-class work could be done more easily during that time. The practice, as I understand it, is to prepare the student for efficiency when she becomes an independent kindergartner, and therefore nothing afterward would exactly supply its place, altho she would doubtless in time overcome any disability due to a shorter period of practice.

One training teacher writes after the first question, "possibly," and after the second, "doubtful," while two others reply to the question with a simple affirmative.

This answer takes a different view of the subject:

Our program necessarily curtails much of the arduous hand-work, but we feel that the same development is obtained thru other means.

Those who approve partially or entirely of the plan suggested write as follows:

Yes, in the main. The last point—no, as supervision would be omitted when needed.

I think so. It might be more than compensated by added insight.

I think the student would come to the work fresher, and more able to grasp the difficult problems that lie before her, and it

might be that her after years of practice would compensate for the loss of work in her student days.

The last of our answers reads:

Yes. This has been our motive in curtailing the practice. We are experimenting with shorter periods (for the juniors three months' daily practice, five months' observation, two days a week; for the seniors, five months' daily practice) to see if sufficient skill can be secured to warrant recommendation and diploma as a practical kindergartner.

The last question in our list is in regard to the

FUN-LOVING SPIRIT.

Do you find a spirit of fun and an appreciation of humor noticeable in your students, or are they overweighted with great ideals, too tired, worn out, and serious to be merry?

Miss Poulsson writes in this connection of the students in the training school where she is a special teacher:

The students rarely, if ever, spend an hour in class without some little ripple of fun; often they have a good, hearty laugh, altho the subject for the hour may be serious. Some of the students are thinking more earnestly than ever before in their lives, but are only healthfully earnest, with plenty of geniality and spontaneous fun and readiness for merriment besides. I think no one could call these students somber or weighed down, altho their work does tire them.

In a letter accompanying this answer a suggestive tribute is paid by the same pen to the late Miss Garland:

About the "fun-loving spirit" I perhaps ought not to write, even if I do on the subjects which I teach; but I really believe that Miss Garland's pupils suffer *not at all* from that over-seriousness and over-strenuousness which might easily be, nay is, engendered by some classes. Miss Garland has a saving sense of humor and it permeates all her work. We have had students from her classes for years as members of our household, and so have seen them both in and out of class; and I am sure that the "tone of the class is thoroly wholesome and natural. A friend of ours has the students this year in games as well as in gymnastics, and *always* has some good fun to chuckle over after her lessons. And in the Mother-Play class we are not a bit afraid of a laugh, a joke, a comical illustration, etc.

From the same training school we read from one of the principals:

It has been our good fortune to have happy, fun-loving students tho earnest, whole-hearted workers. It is surely the duty

of a teacher to detect any tendency toward over-seriousness or depression in class or in individual, to trace it to its source and to remove the cause if possible.

We group the following answers as supporting somewhat the same view point:

Our students are full of the spirit of fun and have a keen appreciation of humor. We feel that only when this is true can good work be done.

Our students seem to be quite normal, serious when necessary but full of fun when occasion demands.

I find this to be a question of temperament and individuals, and not of classes. As a rule the students seem responsive to humor and ready for fun.

There is never a session without one or more good, hearty laughs. My students are not dull and doleful, but are merry and mirthful; wit and wisdom alike are found.

Yes, we have plenty of fun. Our students do not seem to be over-serious.

Our students are light-hearted as a class—*not* weighed down with work and responsibility. We make a great effort to plan their time for them so it may be most effectively used, and we encourage recreation.

We have class festivals, annual receptions, kindergarten spreads, home frolics, and many romps after class time is over.

It depends almost entirely upon the temperament of the individual girl.

This is certainly an encouraging answer:

Find the young women when they enter repressed, serious, lacking animation, all of which improves as the work goes on.

The following words are suggestive, and certainly the thought is charmingly expressed:

I fill all our work with play and "fun," and find ready response except with a few who take themselves and the world too seriously. Great ideals should bring joy. "Your merry heart goes all the day, your sad tires in a mile, oh"—The oil of joy makes wheels turn with less wear and tear. Our games are refreshment. We *are* merry and we have to look so.

Another correspondent writes:

Between times I encourage them to have all the fun possible, and we do not consider we have committed the unpardonable sin if we have occasionally a good laugh during a lesson, even tho this may be caused by a Mother-Play picture. Our students are kept

very busy, but, unless during the outside practice time, I do not expect them to be continually tired out.

This answer is interesting and certainly somewhat amusing testimony:

I do not think that my students are weighed down with ideals. I do not seem to be able to impress upon them the feeling of responsibility and high standard that I want to do. This is noticeable in other work than mine, and others say the same. We conclude it is a part of the civilization and atmosphere in which we live. It would be a good thing for these students if I could make more of an impression. They have ideals, but they weigh on them lightly, and they never have the feeling of responsibility that I had and have. I think they manage to have a good deal of fun and get what they can out of small things. I can do that myself and join in with them, and we have many a good laugh over daily happenings.

From the kindergarten department of a normal school we read:

Our course has been overcrowded in the past, and it has recently been revised, several unessential things having been cut out and other more fundamental things put in. In the past our students have frequently been overburdened and some have broken down. At present there is little or none of the dragged out appearance that formerly characterized some of the students, and there is an abundance of fun and merriment. The kindergarten students are noticeably livelier and more full of spirits than those in other courses. They are recognized as bright and agreeable, and add materially to the social tone of the school.

Another correspondent writes:

We find our students happy, note it in their morning kindergartens, their games at college, and in their preparation for and participation in the various class parties, etc., at the college. We also note this tendency in our touch with them in private life.

Again we read:

This is a point watched with great interest among our teachers, encouraged in both children and teachers. Do not notice any tendency to be overweighted with great ideals, as every effort is made to protect them from this. I frankly acknowledge the frequent appearance of tired expressions on the faces of normal students at the end of the day, especially in the warm weather and the spring. An effort is made to get the hardest work done before the warm weather of the spring on this account, as any expression of exhaustion or weariness in the students at once arouses our anxiety with an effort to alleviate. We watch with interest the mental atmosphere of the classroom as the teacher enters,

whether burdened with anxiety or with spontaneous expressions of enjoyment and social intercourse among the pupils. Your last question interests me particularly, as our greatest problem here is how to keep the student's work up to the highest educational standard without exhaustion or at the cost of health. Our kindergartners, like all other earnest workers, do show signs of exhaustion and weariness, yet it is rare that I notice the effect of it on their enthusiasm. While this is true out of 225 or 250 graduates we do not remember more than three or four who have had to drop out of the work on account of ill-health; on the other hand, many students have found their health improved by the regularity of an interesting daily occupation. Most exhaustion noticed at the end of the session during the hot weather of May and June. The effort from year to year is to reduce work without lowering standards, with a regard for health and enthusiasm as something sacred.

We close this part of our report with the following testimony from three training-school principals which supports another point of view:

Our students are happy, but I see solemn kindergartners the country over.

I do not see as much of the fun-loving spirit as I would.

The work of this training school lies in a settlement district, among a foreign population. This circumstance may partially explain the above statement.

And, finally, we quote this suggestive and helpful answer:

I earnestly believe the spirit of fun and humor should be developed more markedly. It is noticeably different with different classes according to life experiences. I think the home life of our students together, tends to more freedom and enjoyment of work and recreation than in many centers. I believe if we all cared more for the radiating influence of each student's womanliness and character as among the most potent factors of success, rather than for intellectual ability and range, we should have less seriousness, fatigue to regret and remove, and more spiritual power than we have.

We include here the following answers which were overlooked at the beginning of this report. One training school gives in addition to a course in drawing already mentioned, courses "in clay-modeling, color work and cardboard sloyd." Another principal writes us that her students "do the occupation work in class for their books, but often only indicate what it is to be," thus saving much time and strength by the way. In answer to the question—

1 (*a*)—asking for suggestions as to simplification of the gifts, we give these two answers. The first reads:

I cannot. With all the practice and insight many students fail to see the possibilities of the gifts.

The second answer comes to us with the following suggestions toward simplification. This principal tells us the ideal suggested by question 1 (*a*) can be attained in the following manner:

By studying the psychology of methods and applying it to training class work. By presenting the historic value of gifts and occupations. By omitting *detailed* geometric sequences, pen-and-ink work, etc. By making use of reliable child-study observations and deductions, with reference to further applications.

In answer to (*b*) under the same question, which relates to supplementing gift and occupation with nature material, basket weaving, etc., we read this answer from the same hand:

Yes; we give training in these lines of work in classes regularly as with other subjects, making the effort to proportion the amount as to relative value practically, scientifically, historically and artistically.

In regard to the repetition of work done in class we read "no" as a reply, and in regard to large and small material the answer is:

We use both large and small materials. In weaving we use in addition to paper mats, weaving with yarn, etc., on primitive frames.

The following interesting answers to the four questions under "gift and occupations" were mislaid, and not found until too late to include in the first part of this report.

(*a*) We have the students study the material itself and bring in plays which are given in class, using the geometrical qualities of the gift in a playful way. Students make no copies of sequences in notebooks, nor do we do any large amount of sequence work of any kind.

(*b*) We do believe in supplementing the gifts and occupations with nature material, such as basket weaving, bent iron, raffia work, cord and constructive work of all kinds. We cut down some of Froebel's schools of occupation to two-thirds or one-half of former length. All exceedingly small work is exhibited to teachers, but they are not required to execute the same. We do not use household work in the training class, altho the children in the kindergartens are taught the correct way of washing their own dishes after luncheon; in some of the kindergartens, where we have the equipment, the children wash the tea-towels and do some simple cooking.

(c) Students either take directions for manual work in class, which they execute at home, or execute manual work in class which they put in their books at home.

(d) In training class we have one set of large gifts, which are shown in connection with the smaller gifts, with a full discussion of the strong and weak points of each; still feel uncertain as to the advisability of using the larger gifts and papers with the children at the table, as in many instances they prove unwieldy. In our kindergartens we have a large chest containing about five hundred blocks of different sizes, on the basis of one and one-half by three and one-half by six inches, which the children are encouraged to use on the floor in free work.

In connection with the answers some interesting suggestions and comments have been given, a few of which we include in this report.

In regard to the simplification of the gifts and the difficulty in finding the right kind of students to take the training, a well-known teacher sends us this suggestive comment, which we give in an abridged form:

The use of the word "too" in this first question, makes almost anything possible to the various training teachers. "Too great an elaboration" could be interpreted differently by each individual. In regard to students, if they came to us trained we would not have to give them anything but kindergarten work and its application to the child; but as a rule these students have never been so trained, and, therefore, while they are learning to guide others they must be themselves taught. Sometimes they do not see the application to the child until after two years of work. If you will look into De Guimp's "Pestalozzi," you will see on page 243 what he said in regard to Pestalozzi's book for mothers. The criticism is that Pestalozzi's work with the people was impossible; this was not because of an error of doctrine on his part, but because of a want of understanding what the mothers of his time had to face. After assuring us of the beauty and nobility of Pestalozzi's thought the author says, first: To be successful, the mothers would first have to forget the ways they were themselves taught; second, they would have to break away from the people around them who were teaching differently, and, third, they would have to be as devoted to the method as if they had been born in it themselves. This is true of the kindergarten training; the kindergartner cannot be what she might be if she had herself been trained in the kindergarten; or, if she had been in the habit of seeing this kind of developing work done around her by others; or, if she had the spirit of the time within her which included this idea. All of these things have to be presented to the student in the training; never can she rise to the Froebellian standpoint until she has let go of

the old. I should never give up all that was necessary to accomplish this development in the individual, whether it was long or short. Another point, the kindergartner must know more than her children to adequately meet their needs.

The following suggestion as to more definite correlation in kindergarten studies we quote, because we deem it of great value:

I think that much of the customary gift and occupation work might be omitted without detriment to the student's insight if the work that is given were better organized and correlated. To illustrate: The gift work is usually given as a separate thing, without any reference to the kindergarten program of which this particular exercise is to form a part. The same thing is true of the different occupations. The customary connection in form and color is shown from one to the other, but the *thought* relation is not shown. In consequence, the student is at a loss in actually working out a program, no matter how many "sequences" she has had along all these different lines, because she does not know what portion of a given series is appropriate to the thought. A little work done in *relation* would give more insight than much without it.

Another fundamental defect in almost all training schools is the giving of a subject but once a week, i. e., gift work on Monday, psychology on Tuesday, etc. In universities such a plan is sometimes followed, but seldom in the lower classes. Five recitations on five succeeding days will give much better results than the same number of recitations with weekly intervals between. It is contrary to psychological law.

From another principal we read, in the following statement, a clear definition of a standard which presents an ideal for all training schools to follow. After stating an encouraging interest in the simplification of the work our correspondent writes:

We are trying to make all our work as simple, broad, and practical as possible. All we do in psychology, pedagogy, and methods is directly related to the children in the nursery, kindergartens, or schools. We strive constantly to keep the child "in our midst," and work with our students, not for scientific learning, but for true insight into the aim and means of education.

(To be continued in January number.)

Oh, the peace at the heart of Nature!

Oh, the light that is not of day!

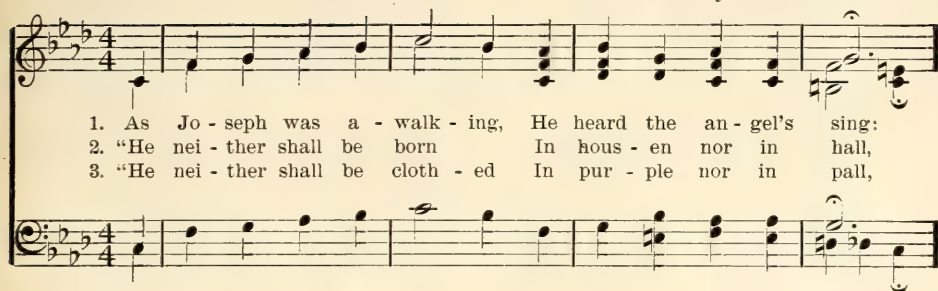
Why seek it afar forever,

When it cannot be lifted away!

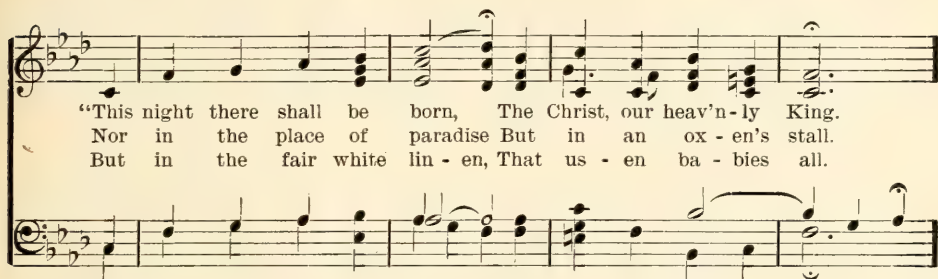
—W. C. Gannett.

Old Christmas Hymn.

Melody by M. R. HOFER.
Harmonized by CALVIN B. CADY.

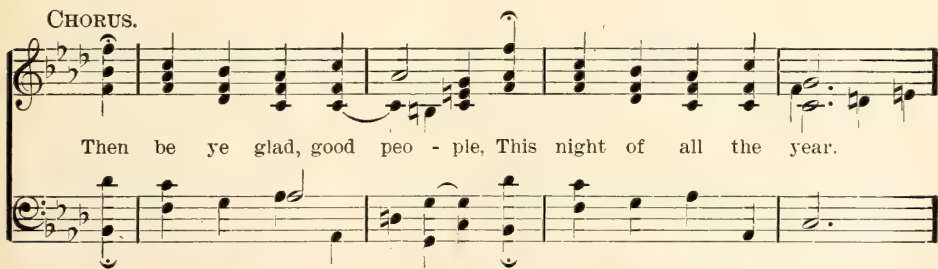


1. As Jo - seph was a - walk - ing, He heard the an - gel's sing:
2. "He nei - ther shall be born In hous - en nor in hall,
3. "He nei - ther shall be cloth - ed In pur - ple nor in pall,

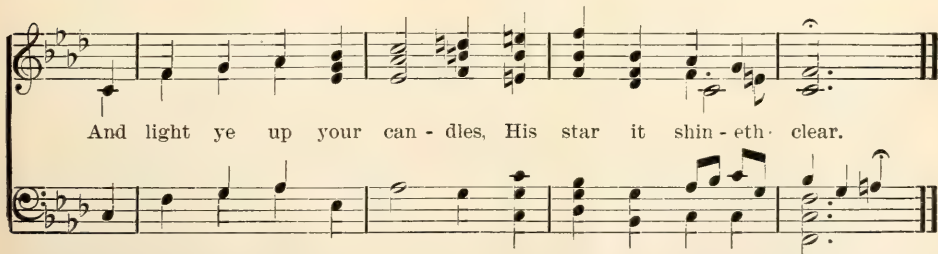


"This night there shall be born, The Christ, our heav'n - ly King.
Nor in the place of paradise But in an ox - en's stall.
But in the fair white lin - en, That us - en ba - bies all.

CHORUS.



Then be ye glad, good peo - ple, This night of all the year.



And light ye up your can - dles, His star it shin - eth clear.

4 He neither shall be rockéd.
In silver nor in gold,
But in a wooden manger
That resteth on the mold."

5 As Joseph was awalking
There did an angel sing,
And Mary's child at midnight
Was born to be our King.

SOMETHING IN THE EDITORIAL LINE.

AMALIE HOFER.

THREE items were conspicuous in the recent New York city survival-of-the-fittest struggle. One was that a university president was the people's candidate; a second was that campaign banners read: "A seat in school for every child in Greater New York"; a third was that the telling campaign articles, editorials and speeches hinged on what the city *has not done* and *should do* for the children of the poor. This campaign concerned educators first hand, and will be recorded as a chapter in educational reform. Philanthropy and university joined voices in demanding civic righteousness.

While thanking Editor Winship with all my heart for his stout defense of the kindergarten as a people's institution, I would call his attention to the fact that kindergartners have not withdrawn as a department from the N. E. A. Apropos the dangerous specializations which Mr. Winship so justly points out in his recent editorial, how would it be to have less departmental work in the N. E. A. and more glorious general meetings, at which the whole school public might have the advantage of "listening up" to the greatest school leaders?

A prominent citizen of a thriving suburb came to the city to engage a kindergartner. He stated what sort of service he wanted in an undisguised, business-like way: "She must be fairly handsome, and a Congregationalist; she must know how to mix well with the people and take a leading part in young people's meetings; if she can sing in the choir, so much the better; to keep her position she must be popular, but we want good teaching too. Some city teachers won't have anything to do with the church socials, but in our town it's a part of the success."

The superintendent of schools of a certain western city has recently told the editor that the failure of the work in his city is due to the poor quality of the kindergartner. A beautiful special kindergarten building stands empty year after year, because people have not outgrown the prejudices planted by the original first failure. It would be of great help to our profession if a psycho-

logical study of the "poor-quality kindergartner" could be made, and the results extensively circularized.

Kindergartners who are in public school employ should realize that they are not the only teachers on the list; should think twice before running to a busy superintendent of schools with small matters; should order supplies rationally, should have tact rather than bigotry, should be as reliable as women in any other business employ.

A dealer in kindergarten supplies has confessed that he can trace the decline of kindergartens in certain public schools to the large and unwarranted orders for materials, orders which it is his business to fill, but which, if he does, may endanger the entire movement.

Some teachers wear a self-preservation expression, which is as sad as it is disfiguring. When a disciple of spontaneity assumes this puckered, self-protective, hygienic look and manner, there is something wrong with her theory of spontaneity. I know a training teacher who carries self-preservation so far that she grudges all others the fruit of their labors, and has even refused the well-earned diploma to one of her graduates because the latter consorted socially with the students of another training school. Is she a member of the I. K. U.? Don't get the "set look" into your work, because it is the fit who survive, not the self-preserved.

A comparative study of the courses offered by twenty leading kindergarten training schools is the brave work undertaken by Miss Virginia E. Graeff, supervisor of public kindergartens in the City of Cleveland. The data and responses to questions were gathered by Miss Graeff as a member of the special committee appointed by the International Kindergarten Union to investigate the simplification of training. Miss Graeff offers in this issue the second part of her comparative study of the methods, as well as subjects, pursued by these training schools, and this great compilation has the value of an historic document. The balance of the work will appear in the January issue, and we would advise subscribers to preserve these three numbers, as they will, without doubt, prove of permanent reference value.

Only a short and condensed report of this work was admissible at the last meeting of the I. K. U.; and it has, therefore, been urged that the matter be more fully set forth at this time. The

work of Miss Graeff amounts to a wide survey of the methods in both England, Holland, and America. That it will be eagerly read and discussed by kindergartners at large cannot be doubted. Miss Graeff herself has been a student in several of the strongest training schools in the country, and by both culture and temperament is in a position to present the widely varying range of kindergarten training courses both fairly and lucidly.

The profession is to be congratulated upon having placed within its reach this extremely valuable résumé by Miss Graeff.

The Chicago *Record-Herald* commented on the opening of the public kindergartens of Chicago as follows, under the heading, "Popularity of the Kindergartens":

If greatly increased attendance and a manifestation of exceptional zeal on the part of teachers and pupils are an indication of public satisfaction with the public school system, Superintendent Cooley and the board of education have reason to feel highly gratified.

An idea of the immense value and importance of the elementary schools may be gained from the divisions of the enrollment, which are as follows:

High schools	8,545
Grammar schools	60,000
Primary schools	126,500
Kindergartens	40,000
Total	235,045

The most significant feature of the big increase in enrollment, is in the kindergarten department. The kindergartens are inadequate to accommodate the children who sought admission this year to this department, a fact that bears striking testimony to the growing popularity of kindergarten training as a foundation for the primary grades.

Nothing is more gratifying to the friends of public education than the public acknowledgment of the value of the kindergarten as an essential part of the common school system. It is hoped that by another year no children will have to be turned away from the public kindergartens.

WE need love's tender lessons taught
As only weakness can;
God has his small interpreters,
The child must teach the man.

—Whittier.

CHRISTMAS MEETING OF THE CHICAGO KINDERGARTEN CLUB.

THE November session of the Chicago Kindergarten Club was exceptionally inspirational, and might fairly be called a model meeting of kindergartners. Whether the happy mingling of earnestness and spontaneity was due to the particular subject under discussion, to the inspiration afforded by the beautiful, restful rooms of assembly, or the genuine and conscientious work of those in charge of the day's program, is not to be here decided. That the committee in charge had given much time and faithful service was evident.

Miss Anne Elizabeth Allen, of the School of Education of Chicago University, presided as president of the club.

The topic of the day was the "Observance of Festivals" with special reference to Christmas work, songs, games, and stories. Miss Lillian Archibald was chairman of the committee, and she had planned an interesting feature which enabled all who wished to have a small share in the day's exercises. This was the carrying out of a program of songs arranged and conducted most graciously by Mrs. Crosby Adams. The first number on the program was a song, "The Reindeer's Coming," which was taught to the audience by Miss Letha McClure, Mrs. Adams playing the accompaniment, the kindergartners joining in with zest.

The happy little song scored a great success. The words are as follows, but the light trot of the reindeer and the jingling of the bells we unfortunately cannot give:

Reindeer's coming, do not fear,
Santa Claus will soon be here;
Shut your eyes and go to sleep,
For he would not have you peep.

Cho: Ting-aling-aling-ling-ling-ling-ling!
Hear old Santa's sleigh-bells ring;
Over mountain, over plain,
Every year he comes again.

While you are in Slumber Land
He comes in with loving hand,
Fills the stockings, then has more,
Which he lays upon the floor.

Baby's stockings, on the wall,
This he thinks the best of all;
Sweetest things he puts in here
For the little baby dear.

Very brief must be his stay,
He must travel on his way.
"Good-bye now, my children dear,
Look for me again next year."

Mrs. Charles Robbins had been asked to enrich the program by singing some of those Christmas songs she deemed most suitable for the children to sing, and for the teacher to sing to the children. An untimely cold prevented the singing, but in lieu of vocal music she gave the same happy melodies with her violin, though in her enthusiasm she did break into song once to the words of a bright little Christmas song, written by Miss Allen, the president of the club. This musical part of the program included several of the well-known Christmas airs, the entire club joining with true Christmas spirit in those most familiar. A list of appropriate songs and hymns will be found below.

We can give an idea of the sweet and wholesome feeling that ruled the committee in no better way than by the statement of their convictions as expressed thus by Miss Mary Morse:

OUR CHRISTMAS CREED.

To seek to make Christmas mean love and to be happy and free in our expression of it.

To talk less and to live more; to make our theories as to Christmas one with our practice; to remember them in our kindergartens and in our outside lives. To remember them specially in our shopping and to shop thoughtfully and with consideration.

To begin early; to so plan that some of our fall labor be for the coming season. To be provident and to enjoy doubly through anticipation.

To work that our gifts be honest; that they be the result both of a desire to give and of the labor of the giver.

To be content to work so simply that there be leisure for wonder, reverence, peace, good-will.

To be so grateful for the gift of the Christ-child, that our Christmas means a fundamental expression of radiant joy, and that it overflow and become not the spirit of a time, but the spirit of the year.

Miss Morse was succeeded by Miss Hoffman, who gave the results accomplished by the committee on stories. Consideration

of the place and development of the Christmas story in the kindergarten led the committee to the question: Just what do we believe about Christmas and the Christ story, and is our belief, belief that is followed by action and deed. Miss Hoffman continued as follows:

To us very clearly has come the conviction that as kindergartners, as women, as well as citizens of a Christian nation, Christmas is to us the anniversary of the birth of Christ, the reminder of the birth of the Christ spirit in us all of living and loving and giving.

To the children, then, we would make known the most beautiful conception of the meaning that is to be found first. Then thru other stories present its promises and possibilities in different conditions, different lights. Its spirit of perfect trust, of love, of helpfulness, of joy, of care, and of giving, come to all anew in the stories of "Piccolo," "Santa Claus," "The Three Fir Trees," "The Christmas Sheep," "Why the Chimes Rang." These and many others are parts, the whole of which is Christ.

The Christmas picture was discussed by Miss Effie Evroy, who recommended that the picture chosen should illustrate the father as well as the mother side of the ideal family, since it is desirable to maintain the ideal of family unity. Besides the usual lovely madonnas, and many sheep pictures, conceived by masters ancient and modern, there is a beautiful Joseph and the Child Jesus, by Guido Reni. Blashfield's "Bells" are also appropriate to Christmas.

The history of the Christmas-tree was given by Miss Abigail Freeman, with some suggestions as to possible substitutes for the fragrant, skyward tapering tree, so beloved by all, for it seems that the wholesale destruction of the evergreen forests year after year is making sad havoc in their ranks. Miss Freeman took the trouble to write for an expression of opinion on the part of an expert forester upon this subject. He replied in part:

It seems to me that all that can be said about it is that millions of young pines, cedars, hemlocks, firs, and what not, are used every year for that purpose, and it seems to me like a waste of good, promising trees, for the sake of an old custom which simply gives children a little pleasure for a little while. It will, no doubt, continue for all time, so we had better make the best of it and try to reduce the damage by encouraging only the use of the less valuable trees, such as the balsam, which makes the finest kind of Christmas-tree. Perhaps we should encourage the cultivation of Christmas-trees by nurserymen. In fact, I believe this is done to some extent and will, no doubt, increase as trees become scarcer.

Among possible substitutes for the tree that is grown on Christmas day were named the Christmas Pie; the Christmas Goose, the latter being a hand that distributes the gifts thru the head of a goose which is partially concealed by curtains; a treasure-box; an old woman in a huge shoe; a large stocking; a tiny tree for doll or kitten, and a green mound over the mantelshef covered with popcorn, sparkling dust and snow. The concealment of the gifts for the child to find gives pleasure also.

In the discussion that followed, one speaker suggested that trees can be purchased with roots, and, planted in a tub, can be later transplanted into adjoining ground, where, as in one case of which she knew, a tiny forest will in time grow up.

Miss Mary Fox gave an interesting description of Christmas as celebrated in different lands with dance and song, games and feasting. The Christmas mummers survive in England, in the elaborate pantomime of the present day. "In many large families the Christmas Eve dance is given in the servants' hall, when mistress and maid, master and man, dance together; so much for the good-will of the season in conservative England."

Germany is the land of the Christ-child and the Christmas-tree. In France the shoe is used instead of the stocking found elsewhere by Santa Claus on his annual round.

In Scandinavia the general good-will is manifested in the closed law courts, the adjustment of quarrels and forgetting of feuds. "On Christmas night every pair of shoes in each household is placed in a row, typifying that during the year the family will live together in peace and harmony." The yule log is in evidence here, and every member of the family prepares for Christmas by taking a bath. Many other quaint customs obtain in foreign lands, but the good-will and joyous spirit is common to all.

General discussion followed the papers and addresses, the perennial question about the Santa Claus reappearing as usual. This subject was so well discussed by Miss Frances E. Newton in the KINDERGARTEN MAGAZINE for December, 1900, that we refer perplexed readers to its excellent suggestions.

Before and after the meeting the club members were much interested in the display of Christmas occupation work, which, tho small, was interesting and suggestive. It was in charge of Miss Clara Strong.

The following were some of the articles made by children:

Wreaths of autumn leaves pasted upon tissue paper, forming transparency; strings of acorns and of corn for decoration; also red and green peppers. (To be easily strung corn must be softened by two hours boiling.) Sunflowers, rays of water-color paper, cut and painted by children; center of sandpaper for scratcher, or having calender attached; blotters, with decoration of autumn oak leaf, cut upon lines, and painted; mittens of red canton flannel, cut and sewed by children, also burlap bag, child's first sewing; pancake turner, tin, cut into shape and tacked to wooden handle; baskets made of slender bundles of ditch-grass, bound in spiral form with raffia; pocket-book of leatherette; order book, cover painted, pages sewed.

Among the things made by teachers, but possible also to childish fingers, were a beautiful screen of colored inch straws, alternating with three grains of corn; also baskets of various kinds.

The attention of the club was captivated by a wall-paper frieze brought by Miss Cooke from England. It shows a Noah's Ark at one end, and then the long line of wooden Noah's Ark animals, marching along, two by two—wooden indeed, yet with a sufficient amount of spirit to be delightfully attractive and amusing; the usual little shaving trees, with yellow standards, dot the hills, outlining the background. This frieze was originally planned as a sample of suitable wall-paper decoration for nursery or playroom. It is equally appropriate for the kindergarten, but, unfortunately, the price is high, \$10 being asked for the entire length. Two smaller pieces show, the one a hen and chickens, the other a duck and duckling, all expressing much characteristic animation. The set can be obtained at Liberty's, that large and fascinating East Indian house of London, England.

The committee on Christmas music submitted the following list:

CHRISTMAS MUSIC—Hymns and Prayers.—“Holy Night, Silent Night;” “The Heavens are Telling,” Beethoven; “Hymn,” Beethoven; “Choral,” Germer (Characteristic Scenes and Sketches, M. R. Hofer); “Softly Now the Light of Day,” von Weber; “Hallelujah Chorus,” air (Messiah); “The Church” (Gaynor); “Old Hundred;” “Guide Me, Oh Thou Great Jehovah;” “Joy to the World;” “We Three Kings of Orient Are” (“The Children's Messiah,” M. R. Hofer); “Christmas Prayer” (“Songs from All Nations”).

Christmas Songs.—“Hail, O, Father Christmas;” “Christmas Star” (Hill); “Christmas Eve,” Myles B. Foster; “Cradle Hymn,” Martin Luther; (The Christ-Child in Art, Story, and Song, Mari R. Hofer); “Christmas Songs of All Nations,” and “The Children's Christmas” (Clayton Summy), “A Christmas Carol” (Mrs. Crosby Adams).

Lullabies.—“Sweet and Low,” Barnaby; “Sleep, Dolly, Sleep,”

and, "When the Little Children Sleep," Reinecke; "Bye, Baby, Bye" (Hill); "Sleep, Little Baby Mine," Denza; "Sandman," Lucine Finch; "Serenade," Gounod; "Cradle Song," Schumann (Characteristic Scenes and Sketches), Mari Ruef Hofer.

Pastoral and Restful Music.—Pastoral motif from "Messiah" (the air); Handel's "Largo", (the air); "Vesper Hymn" (Tomlin's Collection Folk Songs); "Eventide," Abt; "Shepherd Boy," Wilson; Theme from Sonata, Mozart; "Night Song," Behr; "Prelude," Chopin; Choral of Schumann; Theme from "Impromptu," Schubert (all in "Characteristic Scenes and Sketches," M. R. Hofer).

Elfs, Gnomes, etc.—"Hobgoblin," Nurnberg; "Tip-toe March" (Brownies), Anderson; "Henry VIII Dances," "Gnomes," Reinhold.

Reindeer, etc.—"Wild Horseman," Schumann, and "Valiant Rider," Parlow ("Characteristic Scenes and Sketches," M. R. Hofer); "Chariot Race," Paull; "Sleigh-Ride," Kleinmichel; ("Half Hours with Best Composers").

Bell Motif.—"Church Bells" (Hill); "Christmas at the Door" (Reinecke).

Sunshine Rhythms.—"Sylph's Waltz," Sunbeam Motif, Grieg, Vol. II; Sonata, No. 9, Mozart (A major) ("Half Hours with Best Composers"); Theme from Haydn ("C. S. & S.," Hofer).

Snowflake Motif.—"First Snowflakes," Forster; "C. S. & S." (Hofer).

Santa Claus Motif.—"The Night Before Christmas," Engel.

OLD feuds we'll bury fathoms deep, old friendships we'll renew,
And closer cling to those we love, as the ivy to the yew;
There may be winter out of doors; the keen, cold wind may sing
Shrilly and sharply, but within the warm heart shall all be spring;
Kind feelings, like sweet jasmine buds and flowers, shall come
again

And blossom like the summer rose, blessed with a morning rain.

On this fair morn we can forgive those that have done us wrong;
Draw closer to old friends, and make affection's bonds more
strong;

Create more sunlight on life's ways, more starlight in the heart,
And get us ready for the time when we must hence depart—
So may we live in peace with all, and when we pass away,
Look back without a bitter thought to this bright Christmas day.

Selected.

THE TODD ADJUSTABLE HAND LOOM.

THE long hoped and looked-for day, when one would not need to plead for a place for hand training in our school curriculum, is dawning—nay, the sun is already in full view. Not that hand training is anything new. Have we not seen and admired it in the kindergarten? Have we not been filled with the joy of that ideal place where everyone is not only *thinking* but *doing*, where concentration thru interest seems to be the most natural thing in the world? Yet how is it that when these same children knock at our doors for admission—and many, too, who have not had the “all round” training which they have enjoyed—we have set ourselves to work to train the *mind* and left the hand out of the question, forgetting that this useful member opens avenues which are not to be despised. Some of us might plead indifference—others, very properly, want of time with our over-crowded classes and courses of study.

The many forms of hand training are too numerous to mention. One of the most valuable in the development of head, hand, and heart, is weaving. All over our country earnest teachers have come to the same conclusion, viz., that in the development of quick perception, deftness, precision, patience, perseverance, accuracy, thoroness, love for work, order, neatness, and self-reliance, weaving is an ideal occupation, besides being a logical beginning in the child's school life, since weaving is the first industry of all primitive peoples, and we believe, with other students of child nature, that he repeats in his little life the history of the race.



LOOM NO. 1.

rug symmetrical, and, therefore, beautiful. The story of each day should be told in the one word, “success.” If he does not succeed, it is because we have given him something beyond his power to accomplish, or, because we have not provided him with the means to do his work well. In either case the blame should rest upon us.

It was thru an effort to solve this very problem that the Todd Adjustable Loom came into being. Truly, “Necessity is the mother of invention.” An

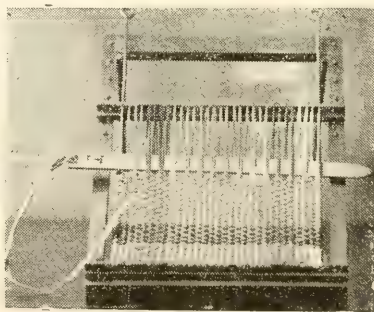
experiment was made early last year with wooden rods fitted over the brads in the primitive looms. These allowed for variation in width, and could be pulled endwise from the work when the weaving was finished. They did not give great satisfaction, however, as they were thick and clumsy if they were large enough to be of service. The metal rod was gradually evolved from



SILKALENE RUG.

this, and was followed by metal head and foot pieces, cut in notches 1-16 in. and teeth 1-8 in., giving opportunity for three widths of warp. The advantage of the close warp is that, strung with double wool, rope silk, chenille, or raffia, all the beautiful patterns designed for paper weaving in the kindergarten (such designs as those published in the Kraus-Boelte book of occupations, the "Paradise of Childhood," or the "Kindergarten Guide," by Lois Bates) can be woven with an almost infinite variety of patterns. The warp in these patterns forms part of the design with the woof. The loom can be strung with a continuous warp for strips of different colors for slumber robes, afghans, etc., the strips to be sewn or crocheted together. In making hammocks, and fringe consisting of the warp threads, the warp can be extended beyond both the head and foot pieces. The loom is adjustable to innumerable smaller sizes, both square and oblong, by two devices. To regulate the length, the head-piece, which is movable, can be let down on brass buttons, which are placed along the sides at intervals of an inch. The side rods can be moved inward to perforations half an inch apart in the head and foot pieces to regulate the width. These rods also insure straight edges, since the woof threads are passed around them as the work progresses. The loom has an easel support, so that the pupil need not bend over it in weaving—a very important consideration. This support makes it possible to use the loom for an easel in the painting lessons, by resting a piece of pasteboard against it. The needle, which is longer than the warp is wide, serves also as a heddle in pressing the woof threads together evenly. The rods serve another important function; they act as fulcrums over which the needle can be passed and pressed up and down, so that it will pass easily over and under the successive warp threads. In finishing the work, the last few threads should be woven with a tape needle.

When the work is finished the rods are first removed endwise, and the rug or mat is lifted from the frame. It is then ready for fringe or any other finishing, altho it may be left plain if desired.



LOOM NO. II.

While the loom was designed primarily for school and kindergarten use, a great deal of beautiful fancy work can be made upon it at home. The following are some of the articles: Rugs, portières, draperies, etc., for doll houses; large afghans, slumber robes, etc.; doll towels, table covers, bedspreads, blankets, and shawls; face and dish cloths; bureau and table mats; shopping bags and purses; doll hammocks; holders; hair receivers, glove, mouchoir, and trinket boxes; fringe of all kinds; raffia mats and matting; miniature Turkish rugs and Navajo blankets. Directions for the above, and many other articles, are given in a manual on weaving to be published soon.

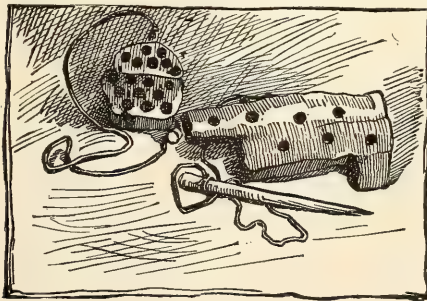
These looms were in use at the Prang Summer School, and in vacation schools last summer. They are now used in public and private schools, as well as in schools for the blind and institutions for defectives.

Another style of loom is just being manufactured. It has a hard wood frame, with stationary notched head and foot pieces. The metal side rods are adjustable to perforations, as in the other loom, affording opportunity for different widths. Variation in length can be made by weaving as far as is desired and then tying the warp threads. This loom is not as desirable as the other style, being limited in two ways—variation in length, and the fact that the work is not finished when it is removed from the frame. Still it answers the purpose, where the conditions are such as to preclude the purchase of a better loom. The latter makes a very useful and pretty Christmas gift.

Motley School, Minneapolis, Minn.

MATTIE PHIPPS TODD.

THE multitudinous display of toys and games in the Christmas shops certainly presents an interesting contrast to the small but valuable collection of primitive playthings exhibited at the Pan-American Congress by the University of Pennsylvania. Yet many of our modern toys and games are but evolutions of a simpler form still enjoyed by simple people.



PIN AND CUP BALL.

Some of the games there exhibited required skill in archery in the casting of a javelin or arrow thru a moving hoop or rolling wheel of stone. Some suggested grace, hoops or lacrosse. Our cup and ball was found in several forms. Sometimes a heart-shaped piece of buckskin pierced with holes replaced the ball, and the game was to swing and catch the bit of leather upon a slender bone or wooden needle attached to it by a narrow thong. Another form is shown in the accompanying picture which illustrates Schwatka's charming and instructive book, "The Children of the Cold," published by the Educational Publishing Co., thru whose courtesy we use it here. With the Indians this game was much used during courtship. Whether they played for kisses we do not know, but one cannot fail to remark that many of the primitive games belong to the class of guessing, chance, or gambling games. Stanley Hall would have the making of toys the important occupation of the kindergarten. Have you ever studied the shops to discern what toys a child could construct, the making of which would be worth while both for the effort involved and the joy in the thing when done?

NEWS ITEMS FROM THE KINDERGARTEN FIELD.

THE New York Public School Kindergarten Association met for the first time this season on Friday, October 18, at P. S. No. 30. After a short business meeting Miss Nolan, Miss Hodges, and Miss Steele, the general directors of kindergarten work in the vacation schools and playgrounds, gave short accounts of what had been done during the summer. Each one spoke with the greatest enthusiasm of the value and benefit, not only to the children, but to the community at large, of giving to its future citizens a bright, wholesome environment and wisely directed play. It is because the importance of such play and surroundings is so keenly realized, that the playgrounds and vacation schools have become such strong factors in the summer life of the city. The directors emphasized, too, the immense educational influence upon the grown people who throng the piers and parks to watch the children, and all were agreed that the beautiful spirit which animated everyone who took part in the work, during a particularly hot and trying season, had made the work a real joy. All those employed as kindergartners in the summer work had been invited to meet with the association, and at the close of the addresses the directors led them in playing a number of the most popular contest games. These games were introduced in the summer playgrounds in addition to the regular kindergarten games, as children up to eight and ten years of age are under the care of the kindergartners.—*E. A. U.*

CHANGES and additions have been made in the Department of Education of the University of Chicago, which are at first thought somewhat confusing to the lay reader. John Dewey is head of the Departments of Philosophy and Education and director of Connected Schools. The Elementary School will be henceforth known as the Laboratory of the department, with Mrs. Alice C. Dewey as dean. Miss Grace Fulmer is in charge of the primary work, including the kindergarten. The new institution formed by the union of the Chicago Institute with the University of Chicago is to be known as the University of Chicago School of Education. The list of faculty members is headed by the name of Dr. Harper as president of the University. Colonel Parker is director of the School of Education. Miss Allen, Miss Payne and Miss Howell will retain places on the faculty here similar to those held in the Chicago Institute, Miss Payne as associate in kindergarten training; Miss Allen as director and Miss Howell as assistant in the kindergarten.

The former South Side Academy and the Chicago Manual Training School has also been absorbed by the omniverous university. The first is to be known as the secondary school, William B. Owen, dean. H. H. Belfield is director of the latter. The university can now offer a continuous scheme of education from the kindergarten up thru the elementary grades and the high school to and thru college.

THE Philadelphia Branch of the International Kindergarten Union held a meeting on Tuesday, Oct. 1, 1901, at the Philadelphia Normal School. The main feature of the afternoon was a paper on, "The Kindergarten in Civic Growths," by Mrs. John Stephen Durham. Mrs. Durham treated her subject under two heads: 1, The nature of the method of the kindergarten in dealing with childish experiences; 2, the bearing of the experiences of the kindergarten upon civic growth. Under the first head she demonstrated clearly what "personal and communal virtues grow of necessity out of the kindergarten idea and its way of selecting and organizing contacts." She suggested "how a child's natural and proper instinct for the protection of his own interests comes to include a desire to protect other people's interests as well as his own." Finally, she showed "that while this sympathy has its point of departure in concern for himself, it has its outcome in a concern for others along

with himself, and this thru the reaction which directly affects him in the mutual relations which exist between himself and his society.

"In the everyday experiences of any good kindergarten are to be found in little the many phases of the problem of the city. But the kindergarten offers a special advantage, namely, the opportunity for the practice of citizenship before real civic duties present themselves. It is a sort of natural training school for citizenship.

"The beginning—a little child—may in its consummation be the statesman or the traitor. The builders of the city beautiful will be men and women of such beginnings, bountiful in the sympathy and understanding which comes of an abundance of life-giving contacts, eager for the human touch of the high and lovely, large of view and temperate of judgment. Such are the citizens whom we have a right to expect as an outcome of the kindergartens."—*Zella N. Parker, Cor. Sec'y.*

Kindergarten Department Southern Educational Association, Columbia, S. C., December 27, 1901. Officers: President, Miss Patty S. Hill, superintendent Louisville Free Kindergarten Association; vice-president, Miss Caroline M. C. Hart, principal Baltimore Kindergarten Association; secretary, Miss Minnie Macfeat, principal Kindergarten Department, Winthrop College, Rock Hill, S. C.

Program: Address of welcome. Response, president of department, Miss Patty S. Hill, Louisville, Ky. Short addresses: "The South's Great Need of Good Kindergartens," Prof. Patterson Wardlaw, South Carolina College, Columbia, S. C.; Prof. John McMahon, State Superintendent of Education, Columbia, S. C.; Mr. Zach Maghee, Assistant Superintendent of Education, Columbia, S. C. Discussion: "What Do You Consider the Most Important Features of the Kindergarten from the Standpoint of Preparation for Later Education?" Miss Willette Allen, kindergarten training teacher, Atlanta, Ga.; Miss Martha Backus, Kindergarten Association, Savannah, Ga.; Mrs. Blanche Finley, superintendent mill kindergartens, Columbia, S. C.; Miss Martha Carson Harris, kindergartner, Rome, Ga. Discussion: "What modifications do you think should be made in kindergarten methods in the light of modern criticism?" Mrs. Nellie Glessner Storey, kindergarten training teacher, Macon, Ga.; Miss Minnie Macfeat, Kindergarten Department, Winthrop College, Rock Hill, S. C.; Mrs. Ida M. Lining, kindergarten training teacher, Charleston, S. C.; Miss Evelyn Holmes, superintendent and training teacher, Free Kindergarten Association, Charleston, S. C.

THE Women's Union of Rochester, N. Y., has been making a gallant fight for the highest interest of the mothers and children of that city. For the past two years a woman has been one of the five members of the school board, and the mothers of the city have fallen into line and, together with public-spirited men, have achieved notable results in substituting sanitary, up-to-date school buildings for dark, crowded attics and annexes. Sewing, manual training, music and kindergartens, have also been introduced. It has been a hard struggle, but one full of encouragement for the women of other cities. The hope of the schools lies in keeping them out of politics and in putting women upon the school board. Such has been Rochester's experience, and she does not stand alone. Economy and business methods have accomplished this good, without the cost of an *ex ra pency* to the taxpayer.

TOKYO, JAPAN.—Mrs. Sujiro Saito, who was formerly Miss Mine Morishima, and is a graduate of the California kindergarten training school, is a striking instance of the falsity of our belief in Oriental lassitude. She not only teaches daily in the Peeresses' Kindergarten, located in the grounds of the palace at Tokyo, but is joint superintendent, with her friend Miss Noguchi, of a free kindergarten of fifty children. Mrs. Saito writes that this institution is supported by subscription, that she holds meetings for its mothers once a month, and that regular visits are made to the homes of the children. The Tokyo Froebel Society is in good condition, and is publishing a monthly magazine in connection with its work. There are now more than fifty Japanese kinder-

gartens in Tokyo, and Mrs. Saito speaks warmly of their work as well as of that of Mrs. Topping and Miss Fife.

THE Philadelphia Mothers' Club, in which Mrs. H. H. Birney, Mrs. Constance Mackenzie Durham, Mrs. Jenny Hill, and Mrs. Lowry, are conspicuous workers, is devoting its strength to the interests of the children under school age. The effort is being made to have kindergartens supplied for all children, on the basis that this extension will lessen the number of children in Juvenile Court and purify civic life at its source. A public meeting was held by the club on November 22 in Griffith Hall. The speaker of the evening was Amalie Hofer of Chicago.

MADAM ADELE VON PORTUGALL and her sister, Mrs. Laura Schulze, have built a beautiful new home, which is situated at 175, Parco Margherita, Naples. It is called Villa von Portugall, and is opened as a pension to tourists. The house commands a view of the entire bay of Naples, and has a southern frontage. The little island of Capri is plainly seen, also Mount Vesuvius. Kindergartners will find a comfortable home with Madam von Portugall, who has served the good cause for forty years, and is a dainty lady of quality.

WE present our readers in this issue with a translation of one of Fraulein Schepel's kindergarten plans—the Christmas celebration at Pestalozzi-Froebel Haus. There is a chaste, simple, direct quality in all her nature work which contrasts favorably with the often over-dramatic and hectic performances so often committed by city-dulled and city-trained teachers. The Christmas-tree and its cool, calm, holy meaning may be presented to the children with a nervous inappropriateness which neutralizes its very reason for being.

THE kindergartners of Newark, N. Y., have formed an association under the name of the Newark Public School Kindergarten Union, with the following officers: President, Miss Laura B. Morris; vice-president, Miss Marietta H. Freeland; treasurer, Miss Daisy M. Hotchkiss; recording secretary, Miss Harriet N. Harrison; corresponding secretary, Miss Grace L. Brown. The union already numbers seventy-seven members, and has become a branch of the I. K. U.

THE Nebraska state federation of women's clubs is actively supporting Mrs. Anna Murray in her earnest work of bringing kindergarten training to the colored women of her race. Mrs. Murray's kindergarten interest is well known to the readers of the KINDERGARTEN MAGAZINE, and the generous support of the Washington training school for colored women by Mrs. Phebe Hearst warrants Mrs. Murray's high hopes.

MISS SARA WILTSE is working with her accustomed fervor in her girls' club work in Boston. The Wiltse Literary Club recently presented a melodrama, which was written by one of the girls, and dramatized, staged and rehearsed by other members of the club. Surely this is the correct result and fruit of a literary circle. The play is called "A Russian Romance," and is full of girlhood romance and tragedy.

EDITOR YODER, of the *Journal of Childhood and Adolescence*, Seattle, writes: "Your leading article in the November KINDERGARTEN MAGAZINE is interesting to me. It ought to be welcomed by kindergartners everywhere."

MRS. ALICE H. PUTNAM, president of the I. K. U., is now in Boston, arranging for the coming convention. A fine program is to be anticipated.

MISS SARAH STEWART is residing at Avon-by-the-sea, N. J., and is as energetic as becomes a woman with such an unusual scholarly mind.

MISS JULIA CULVER, of the Culver School of Physical Training of Chicago, is spending a year in Italy in study and recreation.

MISS RACHEL KING, so long a worker in the Free Kindergarten Association at New Haven, is spending the winter in Europe.

MISS MARY S. CLARK, of Duluth, Minn., is abroad, studying and visiting kindergarten centers.

PROSE, VERSE, AND SONG FOR THE CHILDREN.

JINGLEMAN JACK: His Pictures and Rhymes of the Callings, the Crafts, and the Trades of his Times. Verse by James O'Dea. Pictures by Harry Kennedy. Children of town or country will enjoy this book immensely. The central idea is capital. As suggested by the sub-title, we find here that verse and picture combine to tell us something of some fifty of the various callings and trades of our complex modern life. The book is instructive, since children will take pleasure in recognizing those occupations with which they may be familiar, and in asking questions about those less known. The somewhat facetious rhymes are short and to the point, and the artist has evidently studied the workmen and their crafts with much attention to detail, which he reproduces with admirable painstaking care. But he, unfortunately, has not used the artists' right of selection, and in his fidelity to realism has lost much of the poetry that inheres in all labor faithfully and happily performed. In many of the pictures the inharmonies of color are atrocious, and the picture of the miner gives no idea of the dark depths of a coal mine. A child who had never seen coal would imagine from this picture that it was of a light tan or violet color. The geniality of drivers and workmen is expressed by a smirk that is a poor substitute for really heart-deep good feeling, and in the case of the policeman a fine opportunity has been lost for portraying the hero side of our guardian of the peace. He might have been pictured stopping a runaway, helping a little one across the crowded thoroughfare, or as representative of the majesty of the law in protecting a prisoner from the madness of a mob. Instead, the draughtsman has chosen to depict the self-complacent, careless, officer of whom one would hesitate to ask the way. Despite these defects, the book is suggestive and interesting. A later edition, with fewer colors to a page, would be equally attractive to the child, and much more so to the trained eye. The elimination of one or two pictures and rhymes would improve it. Chicago: Saalfield Publishing Co.

STORIES FOR KINDERGARTNERS AND KIDCHEN. By Mary E. Bakewell. We are happy in recommending this little collection of stories to the kindergartner for her own reading. The sympathetic imagination of the writer enables her to see and feel with her subjects in a living way. Beautiful word pictures are to be found in each story, and there are rare bits of a delicate humor. But we doubt the value of the stories in the average kindergarten, tho we are told in the preface that they have been well received by round-eyed little auditors. A highly gifted story-teller could, doubtless, win the children's interest, but few of the stories are suitable for those of less than eight or nine years. The stories of the "Beaver" and the "Storks" will be understood and appreciated by children who have seen the creatures in their natural environment, and the Knight stories are within the grasp of the older kindergarten children, and are woven together prettily, but the general criticism that would apply to the collection as a whole is, that the descriptions are too long; the dramatic element is insufficient; there is too much symbolism; and the

Gift stories are, in the main, too mature. The story of Truth is beautiful in itself, but were a "baffled teacher" to cry to us, "Where shall we find a story of interest to the children which will represent truth as an abstract quality?" we would be tempted to reply, "Why in the name of justice to the kindergarten child's capacity and needs should we wish to represent truth as an abstract quality?" To little children the border line between imagination and fact is dim and vague. A story of concrete experience, like that of the "Boy and the Wolf," is far more likely to help the child to distinguish truth from falsehood than is the poetical story so charmingly told by Miss Bakewell. We wish the little book success. In another dress it would make a pleasing gift-book, for the spirit of Christmas is in all the tales. There are seventeen stories in all.

FEST UND SPIEL LIEDER is a new collection of children's songs and games brought out in the German language, in behalf of the Austrian kindergarten work, by the Vienna composer, Ernst Schmidt. The devout *naïveté* which forever characterizes the German attitude toward child life sings thru these baby songs, and the compositions are musically sincere and dignified. It is interesting to note the author's remark in the preface, that at the solicitation of teachers and parents he has elaborated the accompaniments. Indeed these, instead of ignoring the laws of harmony in order that "anybody can play them," often rise to great beauty and art. The preludes and interludes are choice clavier stories, which, in themselves, raise the singer's mood and keep the tone of even the simplest words and harmonies up to an elevating and stimulating sincerity. The phrases are often too long for four-year-old children, but these are the exception. In the group of delightful *Weihnachtslieder*, there is a carol and a hymn for every grade of child-voice up to the ten-year-old. The *Kaiserlied*, too, has a lofty patriotism in such a simple strain that it might have been a song-story made by one of Professor Cady's children's classes. The circle games and variety of plays show a national or Volk spirit, being full of vigor and sport. Published by the Manz Verlag, Vienna.—A. H.

HISTORY IN RHYMES AND JINGLES. By Alexander C. Flick, Ph. D. Illustrated by Carl T. Hawley, B. P. The old familiar anecdotes about famous people, which we used to read in those fascinating foot-notes in our school histories, have here been put into brief rhymes, as a kind of supplement to Mother Goose. The entire field of history seems to be pretty well covered by the ingenious versifier. The Boston Tea Party, St. George of England, King Alfred and the Cakes, the Crusades, Pocahontas, Good Queen Bess, Socrates and Xantippe, the Burning of Washington, Sitting Bull, the Grand Monarch, the Grecian Deities, etc., are all recalled in verse which expresses in great variety the rhyme, the jingle, and alliteration so popular among the young people. Occasionally a false foot in the meter brings one to a stop with a jerk, and we can but wish that some of the wise old patriots and sages had been handled with more respect and dignity; but on the whole the rhymers has shown much skill and cleverness in putting the meat of the matter in a small nutshell. Side-notes give brief explanations of events referred to. Akron, Ohio: Saalfield Publishing Co. Price, \$1.25.

PUSSY-MEOW. By S. Louise Patteson. This is a story patterned after "Black Beauty" and "Beautiful Joe," but in this case it is a cat that rehearses

the ups and downs of her career. Pussy's adventures are interesting, and much useful information and many valuable hints are given concerning the needs and pleasures of a cat in the various changes and emergencies likely to occur in any household. For this reason the book is to be recommended to anyone assuming the responsibility of owning one of these intelligent, useful and beautiful pets. Children will doubtless enjoy the story, tho the style is somewhat serious and monotonous. The writer is inclined to attribute more sensibility and greater imagination to the cat than is altogether warranted. Mrs. Sarah K. Bolton writes an interesting introduction, and the illustrations from life are very attractive.

The little book, with its message of kindness and good-will to all, including the animal world, should make an acceptable gift of the season. Philadelphia: George W. Jacobs & Co., 60 cents net.

FROLICS OF THE A B C. Verses by Fannie E. Ostrander. Illustrated by R. W. Hirschert. This is in several respects a clever and unique alphabet book. The alphabet is in congress assembled, King A in the chair. In merry verses each letter in turn tells of its own doings and place in the world of letters. As each letter sprite takes the floor, his characteristics of form and figure are so described that the jingle will aid the child in recognizing the letter. The entire series of pictures, in tiny reproductions, form the border designs for the pages. Thus the child has the pleasure of again and again discovering the figures he is learning to know. Rhythm and diction are pleasing in the main. The one unkindly suggestion is J's treatment of I, which is to be condemned. We will hope that in future editions J will reform his ways, both in verse and picture, but especially in the latter. The illustrations approach too nearly the style of the yellow journal funny(?) pictures to entirely please us. Chicago: Laird & Lee. Price, 75 cents.

TOLSTOI. A Man of Peace. By Alice B. Stockham, M. D. The New Spirit. By Havelock Ellis. Two valuable, if brief, contributions to Tolstoyan literature are here published in one tasteful volume. Dr. Stockham describes her visit to the Tolstoi home, giving beautiful glimpses of the relations between the man, his household and his neighbors, which establish our faith in his genuineness, and shows us once more how simplicity and childlikeness go hand in hand with depth and breadth of soul and mind. If you already love and admire this great, strong, loving personality, whom experts pronounce the dominating spirit of our times, you will surely appreciate these two thoughtful essays. If the recent flippant criticism of a journalistic globe trotter has weakened your faith, it will be reinstated by the light which illumines the small book whose letter and spirit make it an appropriate Christmas gift. Illustrated. Chicago: Published by Alice B. Stockham & Co. Price, \$1.

HOLIDAY SONGS AND EVERYDAY SONGS AND GAMES, by Emilie Poulsson and other contributors, comes from the Milton Bradley press in time for the Christmas season. Kindergartners have been told to look forward to this collection, and the bright cover with its rich promise of songs for every season and holiday, promises variety to the kindergartner who has worn the old nature songs threadbare. The songs and accompaniments are simple enough to be in the range of even the unmusical teacher. One nice melody is used

for both a new year's and a spring song. The disciples of elocutionary music may be unwilling to overlook this, but a kindergartner looking for a happy and easy version of these subjects will be grateful. Miss Poulsson has been compiling this collection for some time. Among the more interesting compositions are those by Miss Mildred Hill. Price, \$2.—*A. H.*

THE REIGN OF KING COLE. Edited by J. M. Gibbon. According to our editor, the kingdom of Old King Cole is the jolliest, merriest place in all the world, and is made still merrier by the tales there told by the fiddlers three, and ambassadors and foreigners from different lands. We are permitted to hear some of these stories, among which we recognize many old favorites and a number of new ones, including two from Zululand. The stories vary in style with the one who tells them, and the book will certainly be welcomed by the children. The illustrations are by Charles Robinson. The frontispiece and cover are rich in color, and the many other illustrations are outline drawings, full of spirit and humor, which, tho they frequently portray giants with heads superfluous, do so so cleverly that there is more of interest than of terror in the sketch. We would like the book better were the first story, "The Jew in the Bush," omitted. It is an ancient story that will not aid in obliterating race prejudices. New York: Macmillan & Co. Price \$2.

BOOKS RECEIVED.—"The Greatest Thing Ever Known," "Every Living Creature," "Character Building Thought Power"—a set of three beautiful and helpful little books by Ralph Waldo Trine: Thomas Y. Crowell, \$1; 35 cents a single volume. "True Motherhood," James C. Fernald, New York: Funk & Wagnalls. "To Girls," by Heloise Edwina Hersey: Boston, Small Maynard & Co. "The Boy's Odyssey, Walter C. Perry: Macmillan. "The Wouldbegoods," by E. Nesbit—Macmillan Co., \$1.50. "A Noah's Ark Geography," by Mabel Dearmer: Macmillan, \$1.25. "Kids of Many Colors," charming verse, by Grace Duffie Boylan; illustrated by Ike Morgan; Chicago, Jamieson, Higgins Co.

AFTER-SUPPER SONGS, by Elizabeth Coolidge, is a new scarlet-covered children's book, which promises dainty things if judged by the eye. Unfortunately the words of the songs are written from that peculiarly unchildlike standpoint, which expects children to feel like grown people. One boy sings about his t resome bread and butter, while another describes in strutting song his devoted fondness for the wiggles. The self-conscious child would scarcely be helped on his more normal way by these songs, and the unconscious child might well be made self-conscious. The first song in the book, the "Choo-Car," is the most acceptable. Publishers: Herbert S. Stone & Co., Chicago. \$2.—*A. H.*

SCHOOL BOOKS.—"Deutsche Lese und Sprachbuch," I-II. Stufe. Wilhelm Müller; the "Elements of Arithmetic," by Ella M. Pierce; "Outline in Nature Study and History," by Annie G. Engell; "Springtime Flowers," by Mae Ruth Norcross; "An English Grammar," by James M. Milne—all published by Silver, Burdette & Co. "First Reader," Frances Lillian Taylor; "The Arithmetic Primer" and "Elementary Arithmetic," by Frank H. Hall—Werner School Book Co. "The Mother Tongue," by Sarah Louise Arnold and George L. Kit-

tredge: Ginn & Co. "Longmans' Pictorial Geographical Reader, I": New York, Longmans, Green & Co.

THE CHILD—HIS NATURE AND NURTURE. By W. B. Drummond. This little book contains a good deal of condensed information for mother, teacher, nurse and student. It is up-to-date in its physiology, hygiene, and psychology. One can but wonder how so much that is excellent and suggestive can be put into so compact a form. Those who wish to acquaint themselves with the modern trend of thought regarding the child, but have little time for prolonged study, will find this book both useful and interesting. New York: The Macmillan Co. Price, 40 cents.

A very lovely Christmas picture is "The Desire of All Nations," by Prynne. It is pre-Raphaelite in style, expressive of a full and deep religious feeling that is far removed from mere sentimentality. The Berlin Photographic Co. reproduces it with exquisite fidelity to the beauties of technical detail and genuine spiritual quality found in the original. Prices range from \$1 up.

AMONG the choice gift books of the season is a special edition of Milton's "Ode on the Morning of Christ's Nativity," brought out by Ralph Fletcher Seymour. Hand-lettered, printed in two colors, with illustrations and colored end sheets. Edition limited to one thousand copies on handmade paper, at \$2; thirty copies on Japan vellum paper at \$15.

THE COURTSHIP OF MILES STANDISH AND OTHER POEMS. By Longfellow, with notes and introduction by George A. Wauchope. The introduction gives excellent suggestions to the teacher for analyzing and studying the poem with the children. New York: University Publishing Co.

PRIMARY PICTURE CARDS. These cards are $3 \times 3\frac{1}{4}$ inches, having a picture on one, the corresponding word on another. They will be useful in busy work, giving practice in recognizing words, sentence forming, etc. Boston: Ginn & Co. Price 18 cents.

OLD KING COLE'S BOOK OF NURSERY RHYMES. A new edition of Mother Goose, superbly drawn and colored by Byam Shaw. Entirely new conceptions of well-known nursery characters. New York: Macmillan & Co. Price, \$2.

IN the *Educational Review* for November, Celestia S. Parrish contributes a thoughtful article, in which she asks and in part answers the question: "Shall the Higher Education of Women be the Same as that of Men?" We commend this able and most interesting article to the attention of the Mothers' Congress.

THE Popular Science Monthly has an excellent paper, which was delivered by Sir John Gorst before the Educational Section of the British Association for the advancement of Science, "The National Control of Education."

BOOKS FOR KINDERGARTNERS

Rousseau's Emile (Worthington)

"Perhaps the most influential book on the subject of education." R. H. Quick. 157 pages. Price, \$.90

Peabody's Lectures to Kindergartners

"The best book outside of the Bible that I ever read." A leading teacher. 233 pages. Illustrated. Price, \$1.00

Pestalozzi's Leonard and Gertrude

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"Except 'Emile', no more important educational book has appeared for a century." The Nation. 193 pages. Illustrated. Price, \$.90

Rosmini's Method in Education (Grey)

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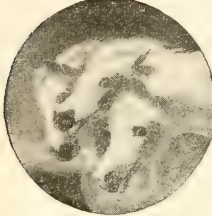
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KINDERGARTEN MAGAZINE

Vol. XIV.—JANUARY, 1902.—No. 5.

TWENTIETH CENTURY SERIES.

DIESTERWEG

MARIA KRAUS-BOELTE, NEW YORK.

"Immer strebe zum Ganzen—lebe im Ganzen." (Ever strive for all—live in the Whole.)

THE above was the motto of Friedrich Adolf Wilhelm Diesterweg, born Oct. 29, 1790, at Siegen, Rhine Provinces of Prussia; died July 7, 1866. He lost his mother when eight years of age. His lively disposition, his joyous power of observation, his active search for knowledge, assured him an intimate intercourse with his father, a magistrate and counselor of justice. Nature, and the life of his fellow-men, were all-absorbing to the boy. He watched the ropemaker turn the wheel; he became an attentive observer in the workshops; he listened with intense interest to the stories related by the blacksmith, saddler or cobbler—of the incidents and experiences of their earlier lives. While at the Latin school of his native place he volunteered to take charge of his father's horse; thus, and in similar ways, he viewed the life about him with a wide-awake mind, tho equally having a keen interest for occupying his mind with the sciences. Having completed his studies at Herborn he finished his academic course at the University of Tübingen. Not wholly satisfied with the lectures he heard he sought to acquire by self-culture a many-sided culture, inclining toward philosophy, history, mathematics, and natural sciences.

Wilberg, the famous pedagogue, was a great influence in Diesterweg's life in interesting him in Pestalozzian methods; and accepting the position of private tutor in a nobleman's family, he experimented in those lines. In 1812 he was appointed teacher in the secondary school at Worms. A year later he is found a teacher in the model school at Frankfort-on-the-Main. Here he came in close contact with followers of Pestalozzi. Not only the

first director of the school, Gruener, had been an immediate pupil of Pestalozzi, but also the majority of the other teachers. During this time Diesterweg also became acquainted with de Laspée, who was considered by Pestalozzi as having entered into the spirit of his ideas more truly than others; de Laspée understood so well how to pass over his own inspiration to Diesterweg, that it was as if the latter had been actually at Yverdon, sitting, so to speak, at the feet of Pestalozzi.

In 1818 Diesterweg is found in a position of second rector at the Latin school of Elberfeld. The "school-mechanism" which he found here was in opposition to his inner being. While his own natural disposition favored a *free*, self-active development, circumstances obliged him to an enforced service in a "working machine," the entire technic of which threatened to crush him inwardly. However, in the intimate intercourse with Wilberg he found sympathy and advancement. He attended Wilberg's fascinating lectures, recognizing in him the teacher of teachers who were inspired and refreshed by his clearness of thought, abundance of experience, and natural joyousness of mind. Diesterweg was much in the company of this rare man, who—equally remarkable in body and mind, of quick resolution and tenacious, active force—seemed to be chosen to "open the gates" for a congenial sphere of life to him. "A *noble* mind attracts noble minds, and knows how to hold them." Also, Wilberg recognized in the younger man a mind related to his own. Being himself an original character he saw the promise of this quality in Diesterweg, who felt "that his life should be devoted to the furtherance and development of the public school."

In 1820 Diesterweg received the appointment as director of a private seminary at Moers. During the first three years he was sole teacher, giving instruction *in all* subjects. His literary activity commenced about this time. At first this consisted in the publication of books on mathematics and arithmetic, also in regard to object-teaching, reading, and the instruction in languages.

In 1824 Diesterweg commenced to travel in order to widen his pedagogical experience. He found that in the schools too much was dictated; that the teachers talked too much, and the pupils too little, and that the pedagogical instruction was insufficient. He regarded himself as a pupil of Pestalozzi, with the beautiful task of becoming an "awakener" of the powers indwell-

ing in the people, and to do so by means of training and educating young teachers. The culture of *the people* may be regarded as the safest stronghold of a country. In the spirit of this idea he commenced, in 1827, to publish the *Rheinische Blaetter*, having for its tendency "the elevation of the teacher-vocation." Diesterweg's liberalism and open courage, combined with a great love for truth, led him to inspect and criticise the faults, wants, and needs of the school, and created for him a large circle of readers. To the clergy of the land, Evangelic as well as Catholic, this new development gave much uneasiness, some of these men declaring, "that they would rather have for teacher an ignoramus and superstitious man, than a man inclined to search and test all things." Diesterweg thus continued his work during twelve years, and by his students and friends he was regarded as a lovable, fatherly friend.

In 1832 he removed to Berlin. "*Man grows with his enlarged aims.*" In Diesterweg this word was verified. The narrow limitations of his seminary would not suffice his energy and abilities. However, what he had done for the young teachers whom he had trained could not remain unnoticed. In May, 1832, he was introduced to his new office as "first director" of the seminary for teachers in Berlin. It was significant that, in his opening speech, Diesterweg said that self-activity in the service of what is true, good, and beautiful, is the first aim to which he would strive to guide his students, and that to the elevation of public school instruction he would give all his abilities, feeling that he was called for this purpose.

One of these early students said later: "It was the first time we gained an idea of what self-activity meant; it was new to us to see how Diesterweg discarded all passive 'learning by heart,' and that he held it to be the highest aim for us *to seek the truth ourselves* and to *find* the same; and that the main effort, equally for students and children, was to be the formation of character."

Diesterweg spoke with great simplicity, and, therefore, he made the greater impression. Later, he said: "I commenced my work joyfully; the students entered upon their work happily, and among them were able young men. My happiest time was, as it had been at Moers, in the seminary among my students." When commencing his work Diesterweg dealt with the students as he did with the children. He was intolerant of any vague knowl-

edge; everything had to be clearly defined, and had to be distinctly expressed or represented. To dictate, or to copy at large, he detested. Only "prominent thoughts," and sentences of remarkable meaning, the students were permitted to make note of. To sit still, stare "as if in a brown study," to receive a "ready-made truth," he abhorred. Even as this man was imbued with intellect and life, so he also knew how to awaken and spread life, and, therefore, his instruction was found to be an "uninterrupted dialog," and the students had to be at all times self-active and productive.



A. DIESTERWEG. "Lebe im Ganzen."

Diesterweg's was an uncommon personality. His person was not particularly heroic, nor was he able to give his face an assumed expression of dignity. His figure was the average, and his features, when in a state of rest, were in no way remarkable. He dressed simply; not even a watch-chain could be seen. To walk with Diesterweg one needed "strong lungs." To really know him, he had to be seen with his students. All had to be assembled at a quarter before seven in the morning. He entered prompt to the

minute, closing the door himself, commencing the morning devotion. After singing two verses of a hymn, some section of the Bible was read, which was followed by a prayer, or some observation of a moderate but always elevating kind. The spirit of the exercises was "a prayer for purity of mind, for strength to faithfully fulfill one's duties; for help to be self-sacrificing for the benefit of the young." Diesterweg desired to fill the hearts of the students with joyous courage, and all felt the breath of God's spirit during those devotions. As soon as these were finished he opened the door, and "woe" to the late student. A few words of sharp reproof, a look, were sufficient to make the embryo teacher so ashamed as never to repeat such tardiness. The look of his eyes was so sharp that he seemed to penetrate every student to his innermost being.

During the first year Diesterweg laid the foundation of a better knowledge of elementary instruction, deepening the manner of "how to impart," viewing everything from the "single to the whole." During the second year the students were introduced to practice, continuing further theoretic instruction and directions.

A boys' school, commencing with elementary instruction, consisting of four classes, was connected with the seminary. He was of opinion that the instruction of girls should differ from that of boys, pointing out, for instance, the difference in the nervous system—conditioning a difference between the soul life of male and female.

As to Diesterweg's valuable manifold publications, which are recognized standard works, see pp. 146-47 in Barnard's "Kindergarten and Child Culture Papers."

Instruction was given by the teachers and also by the students of the *third season*. Students of the second year had to attend the instruction given by the teachers, thus becoming familiar with the course of instruction; and, at times, they had to instruct under the superintendence of the teachers. It was most interesting when Diesterweg took the lead of the class. Like a general he stood before the boys, ready to lead his troops on to victory. The eyes of the boys were riveted upon him and all were in a state of great attention. No copying of any kind was permitted; neither did he permit "learning by heart" and then "hearing the result." Each of his questions was directed to all. He who knew the answer signified this, but one pupil only was allowed to speak.

This parliamentary manner pleased the boys. No tumultuous freedom was permitted. The boys were "elated," and Diesterweg had the satisfaction of feeling strength and power emanating from him. Thus theory was translated into action and doing. The school gained a high reputation, and persons came from far and near in order to observe in the same.

Diesterweg's advice to young teachers was: "Lay stress upon the very first elements in instruction—this is no waste of time, it really is gain of time; induce the children to speak, and do not talk too much to them, and never talk above the heads of your hearers; what you are able to bring out in children you should not tell them. Each of his students received for self-culture a different book from the library; and what was thus absorbed had to be re-rendered, and thus instruction was transformed into free conversation, so that each one's views could be heard, and a free and uninfluenced opinion might be developed, for he expected the advancement of schools to come thru unprejudiced persons, able to think and investigate. When Diesterweg spoke his face, hitherto so quiet, gained in expression, his vivacity attracting everyone with magic power. His arched and well-chiseled forehead lighted up in the majesty of his liberated thoughts; under the bushy eyebrows the small eye shone—sharp and penetrating, friendly and benevolent. The finely carved mouth, sometimes drawn into a sarcastic smile, overflowed with enthusiastic words, attracting his hearers. And then, his rare gift of representation, the wonderful play of his mind, particularly when permitting himself to be led by some association of ideas, everything was characteristic in this wonderful man. It was an "overwhelming influence." To this was added his "divine humor," by means of which he knew how to season his instruction.

When for the first time handing the teacher's certificate to the graduates of the seminary he said, "that the graduates were really as yet *nothing*, and that their real and fruit-bearing studies would begin even now; and that life itself would be, and remain, the best teacher."

If the meaning of teacher is "mind-quickener," "mind-liberator," "mind-strengthenener," then Diesterweg was a teacher in the truest sense of the word. And thus he sought to educate teachers; less by an abundance of theoretic knowledge than by the development of the mind and its powers and abilities. He was an

enthusiastic friend of self-thought. His manner of teaching has become a model for all times as a spirited form of cultured instruction. His name, "Germany's Pestalozzi," was well deserved, and friend and foe recognized in him the master in the art of educating teachers. He was of opinion that a man's worth rests in his mind; and that intellect alone never developed a person to become a righteous, faithful, inspired being. During their first year the students of the seminary were not permitted to teach. In this spirit he labored for eighteen years. In consequence of his popular sympathies, in 1848 his connection with the seminary was terminated by the government.

Diesterweg fought bravely against the "Regulatives," opposing the idea that teachers without sound general culture could carry out successfully their profession. He saw in the intended and ordered limitations a destruction of German pedagogics as being in direct opposition to the convictions of the ablest men of all spheres of life; and he said that such teachers, educated according to the "Regulatives" may "keep school," but could never lay the foundation for human culture; and in 1858, when in Parliament, he spoke repeatedly against these "Regulatives." He had to succumb to the opposition party.

Diesterweg, from the time he met Froebel at Liebenstein, became a strong advocate of the kindergarten, recognizing Froebel as "a man of uncommon power and original views." Diesterweg retained to the end a wonderful elasticity of mind, in which the ideas of eternal youth seemed to be embodied. To go back to Diesterweg verily means to advance. Sad incidents in his family, and the painful experiences in his public life, bowed down the brave man, this master in didactics. When rechosen for Parliament his courage renewed.

The Pestalozzi-Stift in Pankow, near Berlin, was the last evidence of his successful labors, and in spite of all that he had to contend with his life's *carrière* was elevating and enviable, and Diesterweg's name is marked indelibly in the history of German pedagogics.

Three points which he exemplified in his life were: "to strive after truth, to persist in what is good and right, and an enthusiasm for all that is noble and beautiful." However, no reformer ever completes his work, which remains the inheritance of coming generations. That which Pestalozzi had in his mind, what he willed

and strove for, Diesterweg brought to light. He was an exemplar for teachers in all domains of education—from the kindergarten thru the public school, up to high school, even to the university.

His didactic principles rest upon philosophic principles, his psychology is based upon experiences. With thoughtful reflection these principles were founded upon what had already existed for centuries, and hence were the fruit of careful observation and matured experiences. However, the better understanding of the development of the child's soul, which has a sacred right to be developed and cultured according to the laws inborn—*that* is Diesterweg's merit.

THE NEW YEAR.

ONLY a night from old to new!
Only a night, and so much wrought!
The Old Year's heart all weary grew,
But said: "The New Year rest hath brought."

The Old Year's heart its hopes laid down
As in a grave; but, trusting, said:
"The blossoms of the New Year's crown
Bloom from the ashes of the dead."

The Old Year's heart was full of greed;
With selfishness it longed and ached,
And cried: "I have not half I need,
My thirst is bitter and unslaked."

But to the New Year's generous hand
All gifts in plenty shall return;
True loving it shall understand;
By all my failures it shall learn.

"I have been reckless; it shall be
Quiet and calm and pure of life.
I was a slave; it shall go free,
And find sweet peace where I leave strife."

—H. H.

HOW I CAME INTO THE FROEBEL SERVICE.

PROF. DR. EUGEN PAPPENHEIM, GYMNASIAL-OBERLEHRER, VORSITZENDER DES BERLINER FROEBEL-VEREINS UND DES DEUTSCHEN FROEBEL-VERBANDES.

(Translated from the German by Amalie Hofer.)

YES, I am to be counted among the oldest Froebel workers now active in the Fatherland, for as long ago as 1859 I wrote my first article on the kindergarten; but Froebel's name had been familiar to me even then for several years. I recall seeing the name in print as early as the summer of 1852, in the *Leipziger-Illustrierte Zeitung*, which was probably the notice of his death. I have a dim impression that there was at the same time some account of his training of young women for the work of taking charge of little children. The reading of this notice interested me so deeply that the name held my attention forever after, and I account for its attraction in the following way: shortly before I had read and been set to thinking by Beneke's articles on education, a discussion of the great questions of education. Next I read a sketch of Froebel written by Diesterweg in his Year Book, and also a sketch of Middendorff by the same hand. Long afterward I learned, thru Diesterweg's confessions, how skeptically he at this time rated Froebel's *Kleinkinderschule*, for he failed to understand Froebel entirely until he became personally acquainted with him at Liebenstein in 1849, where he was introduced by Frau von Marenholz.

During that year two experiences came to me which made me eager and inquiring concerning the training of young children. One was that while I was house-teacher to several young children (from 1852) I realized that I only too often missed finding the right way in both subject-matter and in method, the way which fully interested the children and thereby made an impression; the second was that thru the reading of Rousseau's "Emile," and still more thru the reading of the French philosopher Helvetius, my attention was challenged by the truth that every object of study should appeal to the pupil's interest. You can see how both theory and practice pushed the same great question home to me, a question which busied my thought ever after.

"Is there not in the pupil's mind," I asked myself, "a step-ladder of interests, established and ordered by nature, by which all education should be governed?"

At this time I visited a number of child-saving institutions in Danzig, which stimulated my interest in the subject. But it was not until several years later, when again living in Berlin, I heard of a kindergarten in the immediate neighborhood of my home. Having read another article by Benfey on Froebel, I hastened to see with my own eyes a kindergarten. It was quite hidden away, and today I still wonder that it lived at all, that little kindergarten; for at the time the law forbidding the conducting of Froebel schools in Prussia was in full force thru the action of Minister of Education Raumer, having taken effect in 1851.

How the little kindergarten happened to be tolerated is a mystery, for it was said to belong to the Free Religion Society. In a third-story room of a building opening on the court of the then new Friedrichstrasse, in a room once used for storing wool, now the Sunday meeting place of the society—there I saw for the first time a group of happy children playing a game—it was the Miller game. Here I saw for the first time a kindergartner, Amalie Wolfgang, a gifted pupil of Froebel. Soon after this I made the acquaintance of another kindergartner at the home of a friend, Christiane Erdmann, also a pupil of Froebel, who, if I mistake not, directed the first kindergarten at Pankow, near Berlin, which was carried on by Diesterweg and Frau von Marenholz up to the time of the Raumer ban.

In 1857 or 1858, I heard thru a friend of a course of lectures being given by Frau von Marenholz, on the subject of the kindergarten, at the house of a prominent physician, to a circle of women. My friend persuaded me to secure admission, and doing so I soon became more familiar with the doctrine of the man Froebel, but was by no means as yet convinced that there was soundness in all of his views. Nor did the leaflets distributed at this time answer my questionings; on the contrary, I got the impression that Froebel crowded abstract knowledge too early upon the child. Yes, the same thing happened to me then that happens to those today who take only a surface view of the Froebel theory—I misunderstood him completely. This misunderstanding of him I took occasion to express at the time in an article which appeared in 1859 on the subject of school hygiene.

It was not many months before I was made more intelligent thru the reading of Froebel's *Sonntagsblatt* and *Wochenblatt*. Now I began to recognize the fine quality of his observations of child-nature, and how in spite of his abstract philosophic strain he had based his scheme of development empirically.

The statement of Froebel which I today count of greatest worth I then discovered: "The powers, tendencies, and abilities, as well as the activities of the members and senses of the human body, should be developed in the order in which they themselves are manifest in the life of the child." I did not then know or consider this statement in so many words, but the meaning of it spoke out thru everything I read of the basic thought of Froebel, and it gave me peace. So it was not long after the appearance of the above-named critical article that I wrote another "About Friedrich Froebel's Kindergarten," and this came out in the same periodical as the previous one.

In 1860 I took my stand for Froebel by publishing more on the subject in a small pamphlet issued by Julius Springer in Berlin. A near friend said at that time: "Again is Saul become Paul." When I handed the pamphlet to Diesterweg, whom I had known since 1856, he advised me to join the recently formed Berlin Woman's Society for the Advancement of Free Kindergartens. Today I still think with satisfaction of a conversation with Diesterweg, and how I asserted that the best way to establish the work was to begin with the better class children rather than with the poor, believing that if well rooted in the higher classes it would soon work its way among the less well-provided for. I joined the society and there met the matchless Lette. He was then working with Frau von Marenholz under the new Ministerium Schwerin-Bethman-Holweg to secure the dissolution of the ban. Public lectures were being given at this time by physicians Ravot and Besser, who advocated the kindergarten from the health point of view. In the spring of 1860 I became one of the advisory board for the Woman's Society, which board was made up of men.

We arranged for the first public celebration of the birth anniversary of Froebel as soon as the repeal of the law against kindergartens was probable, and the 25th of April (local circumstances made this date expedient) found us in high holiday mood, for the desired repeal was already secured. Lette presided at the exercises; Hermann Poesche, having studied under Froebel him-

self, gave an account of the movement; Professor Kalisch, of the royal *Realschule*, gave the report for our society; Fraulein Franz, now the wife of the Duke of Meiningen, delivered a poetic prolog, which had been written for us by Rudolf Loewenstein. I stood next to Diesterweg, who was silent, but aglow with the great gladness which he again experienced as he saw how the light verily dispels the darkness.

We began our practical work at once and Ida Seele* became the directress of our first kindergarten. Amalie Krueger, another pupil of Froebel, was placed at the head of the second kindergarten.

THE CIRCLING YEAR.

THERE is a tower in a lovely land;
 Fair, tall, and stately will it long abide,
 For strength and beauty therein are allied;
 A noble tower—well and wisely planned.
 But he who on the pinnacle would stand
 Must tread the stair that upward winds inside.
 Each weary turning marks a view more wide,
 Each onward effort shows a sight more grand.
 So curves a life around another year;
 Each day a step we take and ne'er retrace;
 And slight the progress, made unconsciously,
 Until, a circle rounded, there appear
 Our broader thoughts and actions, face to face,
 Our wider grasp of human sympathy.
—*Aldis Dunbar.*

Who comes dancing over the snow,
 His soft little feet all bare and rosy?
 Open the door, tho the wild winds blow,
 Take the child in and make him cozy.
 Take him in and hold him dear,
 He is the wonderful, glad New Year.

—*Dinah Muloch Craik.*

*Ida Seele, as Frau Schuldirektor Vogeler, died Oct. 15, 1901, Nordhausen, Germany. It will be remembered that she was the first woman to bear the name of kindergarten.

FROEBEL FESTIVALS IN THÜRINGEN, GERMANY.

ELEANORA HEERWART.

(Written for the KINDERGARTEN MAGAZINE.)

IN the year 1896 a number of former pupils of the Keilhau Institute resolved to form a circle of themselves in order to show that they had received their common education in a school which ever remained dear to them, and of which they had so many remembrances of the director, his family, and teachers, and of the happy time they spent there. A union of old Keilhau boys, who since they left the beautiful valley have taken an active share in the world's business, was also formed. They decided to meet annually at Whitsuntide, beginning with Keilhau, then meeting in Leipzig, Nürnberg, Dresden, and Weimar. The seat is in Leipzig, where monthly meetings take place. They wrote to all whom they could find, but, alas, a number were not among the living, for Keilhau was founded in 1817 by Froebel, and since then many have been called to their heavenly rest.

A list of all the pupils was drawn up, and there we read the names of Froebel's first pupils, his three nephews, for whom he left Berlin and his position in the Mineralogical Department of the University. With them he commenced, 1816, in Griesheim, near Stadt Ilm, where his brother Christoph had been pastor, and where he died, 1813, leaving the widow and three fatherless sons. They removed together to Keilhau, a more suitable village for educational purposes, and here the school flourishes still at the present day.

On the list we see the names of descendants of the Luther family, whom Froebel brought from their home in Möhra, not far from Liebenstein, and whom he educated free of expense; this was his tribute to the tercentenary commemoration of the Reformation, which was celebrated all over Germany in the year 1817. Pastor Bähring also was a pupil during the years 1824-36; until his death, which occurred in June last, he bore testimony to Froebel's method of a national education in Keilhau. Many eminent men have been educated in Keilhau; suffice it to say that Georg Ebers, the Egyptologist, was there from 1848-53. Now the number of members of the Keilhau Union is about three hundred; Victor Nagel of Leipzig is president. The next general meeting will take place

in Keilhau at Whitsuntide, 1902. It is to be a special festival, for two events are to be remembered: Barop's hundredth birthday and the fiftieth anniversary of Froebel's death. Closely linked together were these two men, for like Middendorff and Langethal, Barop came to Keilhau on trial, but could not leave it; he was attracted by the great plan of an education of mankind, and he became the mainstay of the institution of which his son, Professor Dr. Barop, is now the director. Not long before his death the pupils erected to him, in 1878, a memorial tower which offers an extended view over the hills and dales of the Thüringian forest. It stands on the very hill where Froebel called out on the 1st of May, 1840, the words: "Eureka, kindergarten shall be its name." This occurred while he was walking with his friends, Middendorff and Barop, from Keilhau to Blankenburg, and not far from it a stone is to be put up next June showing the relief portraits of the three founders of the institution. It is an act of great reverence and gratitude on the part of the members of the Keilhau Union; but not only on stone, but in a large book, in the form of an album, they are going to show their close connection with the place of their education, which has been beneficial to their whole lives. This book is to contain pictures of teachers and views of the landscape where the village is situated, besides articles on the teachers and the life in Keilhau. My portion will be an account of our time, 1853-54, with Middendorff as the central figure. Lately (September, 1901) I revisited the place in order to look at some old handwritings. I walked up the hill behind the institution where one looks down on the houses nestled between orchards and surrounded by three ranges of hills; eastward the valley is open and leads to Rudolstadt, whose residential castle can be seen. At the left half, up the hill, is the graveyard of the Keilhau family; stones are inscribed with the names of Middendorff, Langethal, Barop, and members of their families. Froebel's grave is not there, but in Schweina, close to Marienthal, by Liebenstein, where he died. And as I looked around I thought of all the scenes of bygone days. None of those whom I knew when I studied there, 1853-54, is now among the living, except Marianne Naveau, who joined her sister Thekla for some time. She still publishes the old songs, and keeps up a link between the young generation of kindergarten teachers and those who were among the first in those times. And while I stood there a score of pictures

passed my mind. I saw them living, learning, working, happy, content and enjoying the simple and pure pleasures which Nature afforded us. Half a century has nearly passed, the stress of time has changed much, and even in Keilhau one sees changes; the outward look showed prosperity; nearly all the fields, slopes of hills and houses belong to the Barop family. When Froebel entered the valley in June, 1817, he was poor, but he sowed a mustard seed which has grown into a large tree. And standing there, I resolved in my mind to send out a message to countries where his name is known, to remind his followers of our gratitude to him; not to leave it to the three hundred members of the Keilhau Union alone who are going to erect a stone on the hill next June.

Graves have often reminded the younger generation of their debts of gratitude to the benefactors of former times. Now, let us do our part. Froebel has not lived and died to be forgotten by men and women who were children in a kindergarten somewhere; by thousands of women for whom he created a new vocation; by parents whom he showed how to live for their children; by schools whose pupils were better prepared for their lessons; by artisans whose eyes and hands were made flexible by having handled various implements and materials in their young days; by artists who received their appreciation of what is beautiful when they were building, drawing, painting, or modeling in their early exercises; by men and women who love Nature because they learned to sow and tend plants and to observe the beauties of trees, flowers and birds; by those who study languages, poetry, and music, for having learned to express themselves in fitting words in verse and tunes when they were young. We have a duty to fulfill. The last fifteen years of Froebel's life, 1837-52, were spent for the education of young children, to devise means and ways for their development in mind and body, to raise women to the consciousness of their responsible position, to train special teachers for the tender task, to travel across Germany in order to interest professors of universities and men of important positions in the education of the people at large.

This feeling of gratitude stimulated one of our kindergarten teachers, Clara Strich of Weimar, member of our association. She could not be present at our meeting in July, tho she was so in spirit, being prevented by a long and serious illness from attending our deliberations. She wanted to take a share in them, and

wrote, therefore, an appeal, to be published, for a celebration of some kind on June 21, 1902. After business was transacted, reports being read, committees appointed; after the children's festival round the monument; after the visit to the Froebel museum; after the musical evening where Froebel songs were sung and poetry recited, hitherto unknown; after a lecture by E. Heerwart on the "Simplicity of the Gifts and Occupations," the meeting closed its work with a resolution to commemorate the fiftieth anniversary of Froebel's death next year, June 21, 1902.

It was resolved, in order to raise funds for the Memorial Friedrich-Froebel House in Blankenburg-Schwarzathal, to ask kindergarten teachers, and committees of kindergarten training institutions, to make arrangements for having on that day either children's games, lectures, meetings, or other suitable attractions, whereby entrance fees can be raised, the receipts to be devoted to the building fund in Blankenburg.

This being agreed to in all countries on the same day, it may result in the realization of the long-cherished plan to see at last a house erected where the Blankenburg kindergarten may find a suitable home, where the Froebel Museum and Library may be better fitted up, and where kindergarten teachers will find a place of recreation.

Having received already encouraging letters, generous gifts, and pleasant visits from the United States, we trust that the interest in your country will be increased by taking an active share in the celebration of the anniversary. Every kindergarten teacher is asked kindly to make known, far and wide, the resolution of the German Kindergarten Association.

In conclusion we may mention another festival which was held in Blankenburg in the summer of 1901:

A CHILDREN'S DAY AND AN EVENING CONCERT.

At three o'clock on Friday, July 26, our children went in festive attire to the grounds of the Hotel Chrysapros, at the entrance of the Schwarzathal, where they played games and distributed flowers and self-made paper toys among the numerous visitors. After this part of the program the students of the Kindergarten College in Cassel, clad in white with blue ribbons—the colors of Schwarzburg-Rudolstadt—performed in graceful games and dances. In richly decorated stalls a number of pretty articles were sold, music

playing at intervals. The evening was filled up by a concert, when celebrated actors and singers recited, sang, and played a choice selection of pieces; during that time the gardens and waterfall were illuminated. At the close of the concert we all followed the musical band and torchlight bearers to Froebel's monument, which also was illuminated. Some quartettes were sung by a Blankenburg choir, and the numerous spectators stood in solemn silence before the illuminated monument where Froebel's gilded medalion shone upon them. It is in the midst of the pillar representing Cube, Cylinder and Ball; festoons of oak and fir surrounded the socket. It was a wonderful sight amidst the dark elder trees where the monument stands which we unveiled in 1882, Froebel's hundredth birthday. On the same side where I stood with Frau Luise Froebel on that day I have placed a white stone, with the inscription, stating her name, day of birth and death, and that she is buried at the side of her husband in Schweina. On the opposite side we put Wilhelmine's gravestone from the old churchyard in Blankenburg, because it would have been demolished in course of time, and the spot where Froebel's first wife was laid to rest in May, 1839, would have been lost out of sight. The stone thus was saved, the inscription regilded, and both stones lean now against the sides of the monument. Many reminiscences, such as the house where Froebel lived from 1837-44, the old schoolhouse where the first kindergarten was inaugurated 1840, etc., gather themselves round the little town of Blankenburg. It is, therefore, the very place where his kindergarten should at last be properly housed, and where in the museum should be shown all that can be gathered of the man who lived and died for the children.

LOOKING BACKWARD THOUGHTS.

LOOKING backward thru the year,
 Along the way my feet have passed,
 I see sweet places everywhere,
 Sweet places where my soul had rest.

My sorrows have not been so light,
 Thy chastening hand I could not trace;
 Nor have my blessings been so great
 That they have hid my Father's face.

—*Alice Cary.*

MADAME MATILDA H. KRIEGE.

LUCY HARRIS SYMONDS, BOSTON.

(Written for the KINDERGARTEN MAGAZINE.)

THE subject of this sketch was one of the earliest to bring the gospel of Froebel from Germany to America. Madame Kriege, with her daughter, Miss Alma Kriege, who is now Mrs. Hermann Raydt, came to Boston in 1868 at the earnest solicitation of several cultured people who had become interested in kindergarten ideas. She had felt it might be better to remain in Europe, and either write a book or translate one upon Froebel and his educational system, and thus create an interest in this country.

To her friends this seemed unwise, and they finally persuaded her that to see one real kindergarten successfully taught would appeal more strongly to the practical and doubting American mind than to read many books upon the subject. As the Baroness von Marenholtz-Bülow, with whom mother and daughter had studied in Berlin, advised their coming to this country as exponents of Froebel's ideas, they did not long hesitate. After spending a few months in New York city in an unsuccessful attempt to establish themselves there, they came to Boston, where the soil had been prepared by Miss Elizabeth P. Peabody, who by her enthusiastic teaching, writing, and lectures had aroused a good degree of interest among the more advanced in educational thought.

At this time Miss Peabody was in Europe, endeavoring to ascertain how her attempts differed from the kindergartens established by Froebel, or those taught by the young women whom he had especially trained for the work. Her conferences with the Baroness and others made her as eager to acquaint her home friends and the general public with her own mistakes, as to advocate the pure kindergarten principles which were being so clearly illustrated by Madame Kriege in the training school and by Miss Alma with the children.

While Miss Peabody was abroad her school was continued by her associate, Miss Corliss, but as soon as she returned it was decided to close both the school and the so-called kindergarten, that her entire time and strength might be devoted to attempting by voice and pen to rectify the mistake she had unconsciously

made. In September, 1868, appeared this announcement in the *Boston Transcript*:

German Kindergarten.—Miss Corliss relinquishes her school, hitherto kept on Pinckney street, into the hands of Madame Kriege and Miss Alma Kriege, who have been trained at the Kindergarten Seminary of the Baroness Marenholtz in Berlin. This lady was a personal pupil of Froebel, the founder of the kindergarten. Madame Kriege has brought with her from Germany the material and apparatus for the kindergarten proper as taught in German cities. In connection with the school she proposes to take afternoon and evening classes for the training of kindergarten teachers.

Among the names given as references were those of Dr. Henry Barnard, Commissioner of Education, Mrs. Horace Mann, and her sister, Miss Peabody.

A few quotations from private letters or articles written for the daily papers give some idea of the trials which Madame Kriege and her daughter had to endure, for tho they were happy in their adopted country and enthusiastic in their work, there were times when it was no easy task to be patient, brave, and courageous, for they had "to fight with many prejudices."

We had to hire a whole house at high rent on Charles street, and as soon as we moved into it my daughter was taken ill with fever, and was at the point of death for some time. I, however, had to go on as if nothing was amiss, issue circulars, advertise, receive visitors; it was a dreadful time.

When I look back on those early days of struggle and hardship, I feel that only my very strong desire to bestow the blessing of Froebel's ideas on our adopted country, and to leave it in the hands of Americans to continue to improve, could excuse me for undertaking so heavy a task; but I strictly adhered to the principle that one must thoroly *understand* before he can *improve* a system.

It seems to me that no person ought to adopt or modify so perfect a plan as Froebel's who has not first profoundly studied it; to discard the vital principles, the scientific basis and the progressive gradations of the method, as such blunderers would be apt to do, would be fatal in the extreme.

The word "German," prefixed by me to Froebel's kindergarten, has led to the misapprehension that it was meant to indicate a contest or rivalry among nationalities. My motive in calling the kindergarten, which we established last year in Boston, "German Kindergarten," was simply that I felt the necessity of making a distinction between the true system of Froebel and schools for little children in this city, which take the name of kindergarten without embodying a single cardinal principle laid down by Froe-

bel, their originator. I might have called it "Froebel Kindergarten," but that did not seem to answer the purpose, as we found that very few persons knew anything about Froebel, and still we were anxious to do something for the introduction of his system. Only schools conducted in accordance with Froebel ought to assume the name of kindergarten, whether they exist in France, England, Italy, or America. The education Froebel proposes is a science and art to be acquired; this, added to a perfect love for children, alone qualifies one to be a kindergarten teacher.

It is not true that Froebel's system is adapted specially to the habits and manner of life in Germany. It embodies principles as universal as the human mind—not the English, not the German alone—and Froebel would rejoice to see his ideas carried out in all parts of the world. That the language of those nations where his ideas are introduced must be substituted for the German is self-evident; but we cannot call this a "radical *départure* from Froebel," nor any departure. To intimate that anyone of intelligence would wish to adhere slavishly to the letter of Froebel, and not grasp his spirit, is to do an injustice.

Many times it was proven, without a doubt, that by using the term American kindergarten, her work would find greater favor with the public, and a larger income would be received; "it would be much more paying and popular than the German," but Madame Kriege's object in coming to this country was not to make money, it was to introduce Froebel's system as he would have desired, in its purity and simplicity, and as Miss Garland has wisely said:

But for the singleness of purpose with which Madame Kriege devoted herself to establishing it on a sound basis, but for her strict adherence to fundamental principles—tho concession would have been easier and pecuniarily more profitable—but for her fidelity to a high ideal, the history of kindergarten in this country might have been very different, less healthy in its growth, less steady in its progress; for in a beginning we have sure prophecy of the end.

During their short residence in this city one public kindergarten was opened thru the united efforts of Mrs. Mann, Miss Peabody and Madame Kriege. This was supported by public funds for about seven years, and when it was decided that no more money could be used for "this new-fangled way of beginning with children," a large-hearted and noble woman of Boston carried on the work, at her own expense, for ten years. Thru her generosity the work was increased so that the ignorant, as well as the cultured, now appreciate the blessings of the kindergarten.

Those who have watched the slow but steady increase in the number of kindergartens of Boston, and realize that they have been recognized and accepted by our most conservative educators, must feel that they owe to Madame Kriege and her contemporaries a debt of gratitude which can never be repaid.

The time given to the training of students was very short in those days, only six months; too short, Madame Kriege says, for many of her pupils who lacked maturity and culture, tho an entrance examination was required, and students were received on probation for one month. Her lectures to the class were chiefly from the manuscript of "The Child, Its Nature and Relations," and was "A free rendering of the German of the Baroness Marenholtz-Bülow's 'Child and Child Nature'." These lectures were published in book form in 1872, and the original was translated and published in 1880.

After the Krieses' return to Germany in 1872 their work was most successfully continued in Boston by a graduate of great promise, Miss Mary J. Garland, who was the only pupil to whom a certificate had then been given to train teachers.

While in Europe Madame Kriege's thoughts turned constantly to America and the work she had left here; she often sent most helpful letters and articles to the *Kindergarten Messenger*—Miss Peabody's little monthly, which enlightened and inspired many. Two years later, after Madame Kriege had accepted for herself and daughter an invitation to return to America, and carry on a training class and kindergarten in connection with Miss Haines's private school in New York city, they declined a most flattering offer to go to Germantown, Pa.

The last years of Madame Kriege's life were spent in Germany, where, surrounded by those nearest and dearest, she retained a lively interest in all that pertained to the welfare of the kindergarten in both countries. Her death occurred the last day of March, 1899, at the age of seventy-nine, and altho she had realized a loss of physical power, she was mentally bright and clear.

Madame Kriege's life was one of rare beauty and strength, an inspiration and uplift to all who came within the circle of her influence, and the words which she wrote at the death of the Baroness are most fitting for her: "We ought not to mourn over the close of a life well spent."

REMINISCENCES OF A KINDERGARTEN FRIEND.

MICHEL HEYMANN, NEW ORLEANS.

WHEN quite young I saw and admired the French *salle d'asile* in my country. It was not the kindergarten of today—the spirit of Froebel was there, but his method was not yet fully understood. Still, it was CHILD-SAVING. It was then, as now, the work of devoted women, who took charge of the children of busy mothers who were unable to properly care for their offspring, either thru lack of time or education, or both.

Children always attracted me, and to raise them properly seemed to me a great privilege; hence I tried to become a friend of the kindergartners—I hope with success—and the happiest moments of my life have been spent in their midst.

My friend, General Brinkerhoff, in describing his visit to London in 1895, said: "It was not the Tower with its memorials of historic events, it was not Westminster Abbey, it was not the British Museum, but what I wanted to see most was the statue of John Howard in the Cathedral of St. Paul."—So, in my extensive travels in this country and on the continent, as soon as I reached a large city my first visit was to the kindergartens, where I was sure to find the best women of the place and the happiest children.

Some years ago I had the pleasure of becoming acquainted with Mrs. Sarah B. Cooper, who undoubtedly was one of the leaders in kindergarten work. Let me cite again General Brinkerhoff: "It was my privilege for many years to know Mrs. Cooper; and Peter Crowley, Chief of Police in San Francisco, who is my friend, told me that the 'Barbary Coast,' as it is called, where Mrs. Cooper started her work, was the worst place on earth. He said: 'The Five Points of New York' were nowhere compared with the 'Barbary Coast.' Well, Mrs. Cooper started by getting together the little tots down there, and thru them she reached the mothers, and it wasn't long before she reached the fathers, and after thirteen years, said he, 'I have the records of the arrest of children, and out of nine thousand juveniles arrested by the police only one was a graduate of Mrs. Cooper's kindergarten,'"

Mrs. L. W. Treat, of Grand Rapids, Mich., is another friend who works with heart and soul in Child-Saving. Like the teach-

ers of old she transmits her zeal to hundreds of devoted young girls, who go out in the world to spread the good news: "The children are ours; we have inoculated them with the spirit of love, of kindness, of real beauty—and with them we have conquered their mothers and fathers."

Among the best, dear friend, your name shines gloriously, and you are one who has been a sure guide to me.

The beautiful Child-Saving work, so earnestly carried out by our great army of American kindergartners, has stimulated me to imitate them, and plant in the South the seed which has brought such beautiful fruits in the North, East, and West. We have now, in New Orleans, half a dozen free kindergartens taking care of slum children; we have kindergartens in all our public schools, and two fine training schools.

The finest educators encourage the teachings of Froebel's doctrine, and we may safely say that the number of kindergartens will grow, and the quality of the kindergartners improve from year to year, and finally we shall realize that ideal Messianic time, "where the lamb and the lion shall lie down together, and a little child shall lead them." Horace Fletcher's beautiful idea of "The Last Waif" shall be realized, and the KINDERGARTEN MAGAZINE shall be read and studied by every family; every mother shall try to inculcate upon her daughters the lofty principles of our beloved Froebel; and not only in kindergartens, but in every home, in every school, the daughters of America will devote themselves to the highest duties of women, that of raising children in the noblest meaning of the word.

A beautiful vision passes sometimes before my eyes during the silent hours of night, a vision of perfect happiness; when I imagine seeing all the little children of the world, moving on and singing the mothers' *Rose-Lieder*—dancing, singing, and smiling, all of them as happy as children can be—none hungry, none sick, none neglected—and the little angels (for angels they surely are) led by noble women who resemble those I have known before. I see Sarah B. Cooper's face with its benevolent look, also many of the other leaders: Madam Louise Froebel, Frau Schrader, Elizabeth Peabody, Madame Kraus-Boelte, Susan Blow, and the great army of earnest workers who carry on this noble work.

New Orleans, Nov. 29, 1901.

ELIZABETH PALMER PEABODY.

B. PICKMAN MANN, WASHINGTON.

THE early work of Miss Elizabeth Palmer Peabody in the promotion of the kindergarten cause in Boston, and later in a more general way in other parts of the United States, has been written of so frequently and so fully that I cannot, without more research than my time now allows me, add anything substantial to the history of that work.

Miss Peabody was adapted especially to undertake the work for several reasons. She had begun her career as a teacher in Boston, when she was but sixteen years of age, and had continued it so long that when she undertook to open a kindergarten a large proportion of the pupils whom she received were the children and the grandchildren of her former pupils. For this reason she was sometimes facetiously called the "Grandmother of Boston." She had the advantage of holding the confidence of so many of the prominent and influential citizens that her advocacy of the kindergarten went a long way to establish it in their favor.

Her close association from youth to advanced years with most of the liberal philosophizers of the first half of the nineteenth century in Boston, had nourished her mind and heart in such a manner as to make them fertile ground in which to implant new ideas and bring them to fruit. She recognized almost instantly, upon coming into acquaintance with the philosophy of Froebel, that in this was embodied an advance over the methods of education formerly prevalent. Froebel himself was a vague expositor of his own philosophy, and Miss Peabody was at first misled as to the application of his method to practice, but her candor in acknowledging her error as soon as she discovered it only strengthened the confidence in her which her sincerity inspired.

Her own expositions of this philosophy were addressed mainly to the hearts of her hearers. She could hold an audience, as it were, spellbound for hours. She laid little emphasis upon the merely intellectual and physical outcome of a reform in education, but welcomed the evidences which were given by more systematic advocates of the cause as to the practical usefulness of the training of children by kindergarten methods. Among the tracts which she distributed widely in the early years of her kindergar-

ten work was an address by Cardinal Wiseman, on the "Artist and Artisan," the leading thought of which is the perfection of the work that is accomplished by the artisan who puts his heart and conscience in his work, instead of merely working for the largest return for the smallest labor.

She was insistent that the greatest value of the kindergarten method was its ethical outcome, and deprecated attempts to modify the method to bring it into correspondence with current scholastic systems. She held that the child should live in a world apart from the schools until his character was developed.

One of the evil influences which has affected the kindergarten, as it has been introduced into public school systems, has been the attempt to make the kindergarten an early form of school. School superintendents, trained by the ancient methods, have endeavored to adapt the kindergarten thereto. It is, perhaps, more than could be expected reasonably that the reform, which the kindergarten is destined to effect, should be brought about immediately. It is to be hoped that the public support of kindergartens may be followed by a larger appreciation of the fundamental principles underlying the system, inasmuch as it affords a wider field than private effort can command for the embodiment of these principles. Yet the field for private effort in the direction of preserving the purity of the system is large, and other advocates are needed. To them is commended the spirit in which Miss Peabody worked.

A LEAF FROM NATURE'S BOOK.

MY darling, from her playroom window, sees
(Sharp silhouetted on the snowy lawn)

Such marvelous pictures that the sun has drawn—

Such fanciful, fantastic traceries—

Strange, grotesque shapes thrown from the swaying trees;

And (daintiest of all), a tiny row

Of fluffy sparrows swinging on a spray

Of blended lilac: "Toys and books may go,

I haven't any use for them today!

For 'tis not every day that I can see

A picture-book like *this*," says Dorothy.

—*Julia Fanshawe Brinckerhoff, in Boston Ideas.*

ELIZABETH PALMER PEABODY AS I KNEW HER.

M. LOUISA VAN KIRK, PHILADELPHIA.

THE world has lost another of its uncanonized saints—a real St. Elizabeth, combining one of the sweetest, ripest of characters, with marvelous intellectual vigor. Born, as she was, when our Union was scarcely out of swaddling clothes, Elizabeth Peabody proved herself for nearly a century a true patriot's daughter by espousing every noble cause that affected her country's interests or its people's welfare, and working for it with unwearied devotion. As each vexed question of the day presented itself, from the slightest phase of public weal or woe to the abolition of slavery, the higher education of women, the cause of the Indians and the re-creation of our people thru the uplifting of childhood, she promptly placed herself on the weaker side, and with tongue and pen fought for it and with it, her whole being becoming but an outlet of the ocean of reform.

Passionately fond of children and a thoro believer in Froebelian doctrine, she became virtually the mother of the kindergarten in America, visiting Germany, the fountain head, twice, to gain a more perfect knowledge of the work. My attention was first drawn to her at the time of her visit to Philadelphia in 1876, in behalf of her hobby. She was especially interested in having it represented at the Centennial, and was, of course, the inspiring motive power of the band of workers who had this department in charge; when no one else saw a ray of light thru a stray chink in the wall of public prejudice or indifference, she with a torrent of words leveled it to the ground, and moved triumphantly over into what she felt might be a child's paradise, or what is better, an institution that would, if its laws were faithfully carried out, make of each child's mind something very like one in itself.

Indirectly thru her efforts I entered the kindergarten field, and thru our mutual interest in the work we became warm friends, so that for many years we had the pleasure of welcoming her to our home on her visits to this city.

At that time she did not at all resemble the meek and mild Miss Birdseye, made famous by Henry James in "The Bostonians," but was a large and rather portly woman, her silvery hair framing a face beautiful in its strength, with deep, expressive blue eyes,

"thru which looked something that dwells behind the sky." Her dress was always tasteful and becoming, tho in this matter she depended much on the judgment of others; bequeathed by her friend, Charlotte Cushman, a munificent wardrobe of silks and laces, she had a plenteous store of beautiful gowns, but, being perfectly oblivious of anything pertaining to fashion or appropriateness, her costume for any special occasion was usually chosen by some friends who had yet to give the final touches before she appeared in public.

Her habits were extremely simple. Altho past threescore and ten she arose regularly at five o'clock, spending the hours from five until eight in writing letters or articles for publication; after a light breakfast—eating she considered a very trifling, unimportant matter—she looked over her mail and read the daily papers, then would come into my kindergarten, a very child among children, so fully and heartily did she sympathize with child-life. She thoroly enjoyed and laid great stress upon the importance of the morning talk. "It is the bell for the day," she would say; "it must sound thru everything." She was artistic, recognizing beauty in the simplest form arranged on the table. Of the games she never wearied, her eyes sparkling in sympathy with every form of life personated by her little friends. She could not endure to see a child unhappy for a moment. "If you would make a child religious you must make him happy," was her theory, and she spared no pains to make him so. She one day brought home a bevy of friends to dinner, and, in consequence, a little daughter of the house, whose place was usually by Miss Peabody's side, was banished to a side table; she was broken-hearted and every line of the expressive little face had a tale of woe for Miss Peabody's eyes to read. "Why is she there?" she demanded; "why can she not sit beside me?" and immediately she had the little one brought to her side, making room for her at great inconvenience to herself. Then, with her beautiful smile, she said to the child: "Now we are happy, arn't we?" and resumed the steady flow of conversation that never for a moment flagged when she was near.

She had a perfect genius for conversation, if her uninterrupted monologs can be called such. Her mind was a fountain of life-giving water, pure, clear as crystal and ever flowing; her whole nature being attuned to the Golden Rule, never was this fountain muddled by a bitter thought or unkind word. To her "all faces

were a celestial language in which God talked to her," and for all human weakness she found a ready excuse. Blessed with a circle of friends whose names are household words, and possessed of a remarkable memory, her brain teemed with a fund of stories and experiences that charmed all her hearers.

I can see her now, reclining in her great arm-chair, surrounded by a few choice spirits, spellbound by her eloquence, her silvery white curls resting softly on her fine old face glowing with the interest of her theme, story after story flowing along in one continuous stream, many of them personal reminiscences of Emerson, Hawthorne, Thoreau, Greeley, and Phillips. She never heard the silvery tinkle of the clock, and tho Father Time himself might well have stopped to listen, the sands of his hourglass moved relentlessly on, and midnight and the small hours often found her still sitting there, apparently as fresh as when she started.

From the many lectures on kindergartening given by her I recall one of special interest, delivered at the Friends' School one winter afternoon. The sun streamed in at the windows as she began her talk, lighting up her earnest face with its warm rays; carried away by her subject, which was very dear to her heart, she talked on and on—the sunlight faded into the purple gray of twilight, but still she seemed no nearer the end. As the darkness deepened, one by one her audience, called away by home duties, regretfully and softly left the room; then, at last, looking about her, she asked: "Is everyone going? Have I talked so long?" Assured of our interest she continued until she had finished what she wished to say, then wended her way homeward under the gas-light, still talking with unabated ardor.

My training class loved to gather about her and listen to her words of wisdom; for, being a true kindergartner, she was indefatigable in her study of the subject, and had made many psychological experiments and discoveries that were of intense interest to the young students. She enlarged much on what she termed "the religious nurture of a child." When but a tiny girl herself she had been led to believe that "God was a creature sitting away up on the clouds, dressed in a black silk gown and a cocked hat, the costume of our old Puritan minister, and that he was looking down upon the children to see who was doing wrong in order to punish offenders."

She protested strongly against planting this "unimaginable

horror" in a child's mind. "Never for a moment," she would say, "let the Divine Power appear to the child's imagination as punishing, but only as encouraging, inspiring, helping, and that He is sorry far more than angry with him when he does wrong," once citing a remarkable instance from her own experience, how in this way there was evolved from a fretful, peevish little animal, a living, loving human being. "I gained a response," she said, "because I believed in him and in myself, whose happiness is in loving, and believing that God has created us to love and commune with one another and with him; it does not require genius to talk with children, but only simplicity of heart, trusted in."

THE FLIGHT OF TIME.

BERTHA JOHNSTON.

THO swift the years are flying by
 I feel no older truly
 Than when, as "sweet sixteen," I grieved,
 O'er lessons missed, unduly.
 Of Time I'd quite unconscious be,
 (His hour-glass is in pieces),
 But for that flight of stairs that's formed
 Of nephews and of nieces.
 The strangest flight of Time—ah me!
 Its steps grow higher yearly,
 And after lengthy absence make
 Me really feel most queerly.
 These boys and girls, they little know
 How antique now I'm feeling,
 As all the steps I measure up
 From carpet toward the ceiling.
 Oh, as the years speed by, my dears,
 And face and form grow older,
 May heart and mind keep fresh as moss
 Upon a spray-swept boulder.
 And tho the body gains its height
 On Twenty's landing vernal,
 May spirits brave thruout all Time
 Mount Truth's fair heights supernal.

PRIVATE WORK LEADING TO THE ESTABLISHMENT
OF PUBLIC KINDERGARTENS IN WASH-
INGTON, D. C.

LOUISA MANN.

IT was not until the year 1884 that I became actively engaged in the kindergarten work, altho the value of its method had long before been brought to my notice. In 1883 I became acquainted with Mrs. Anna B. Ogden, who came to Washington about that time and opened a kindergarten and training class for young women. Mrs. Ogden was a pupil of Miss Mary J. Garland of Boston. During that year I often visited her kindergarten, and found in her work something that appealed to my idea of how to educate the child. I immediately made up my mind to become a student in the work, yet at the time never dreaming that I should make any practical use of it. In the fall of 1884 I joined her class, and under her teaching I became an enthusiast in the work. In the summer of 1885, after finishing my course with Mrs. Ogden, I joined Prof. John Ogden's class at Martha's Vineyard. His teachings were full and rich, and were divided into two courses—the first being on "Infant Psychology and the Laws of Growth" as applied to the child; the second on "Teaching as applied to all grades of schools." The importance of the spiritual training of Froebel's philosophy, and how it could early be instilled in the child, not so much thru mental training as thru the awakening of love and right doing, making, forming instead of reforming, the basis of his work, was strongly emphasized in these teachings, which stimulated me more than ever to take up the work, for I realized then for the first time the possibility of the perfection of man. So in the fall of that year, feeling a strong desire to put into practice this beautiful theory which I had learned to love, I opened a free kindergarten in my own home, conducting the work without an assistant or aid from anyone financially. Never shall I forget that morning when a dozen mothers and a few fathers brought their little ones to me, and waited to see what I would do. A pleasant smile, some kind words, and one or two games were all that I needed to win the little ones to stay and let their parents return home to their duties

At the end of my first year's work I was well repaid for all my labor by the many little gift offerings sent in by the parents, and the large attendance on closing day, when these mothers and fathers assured me, with a hearty grasp of the hand, how much I had done for their little ones. This encouraged me to continue the work the next year, but not being able to use my own home for the purpose I rented some rooms near by, and with the assistance of my sister, Miss Van de Sande, who had also studied under Mrs. Ogden, was able to do more and better work. The third year our work was somewhat hampered by our being unable to get the same rooms, and finding difficulty in getting a place large enough.

During these three years many visited our kindergarten and expressed their delight at the results produced, and urged me to make it more widely known. So it happened that in the fall of 1888, thru the kindness of Mr. Wm. B. Powell, then superintendent of public schools in Washington, to whom I went for aid, a room was granted me in the Analostan Public School Building of Washington, this being the first attempt at having a free kindergarten in a public school building here, and while we defrayed all other expenses we were very glad to be so near the public school work, and have the superintendent and supervisor of schools visit us and give us their encouragement. In 1890 I was urged by my friends to open a training school for women, and it was then that Miss E. P. Peabody, an aunt of my husband, consented to my naming the school the Elizabeth Peabody Kindergarten Normal School in honor of her. This work was carried on successfully for ten years, my pupils finding no difficulty in getting employment in Washington and elsewhere. In March, 1891, a pupil of my first year's training class, Miss Nellie D. Moote, opened a kindergarten in the Potomac School Building; the room, fuel, and attendance given free by the superintendent of schools, salary of kindergartner paid by All Souls' Church of this city. In the fall of the same year another pupil, Miss Margaret M. Donovan, opened a kindergarten in the Jackson Public School Building, and in December, 1891, a room was rented at 934 Snow's Alley, and Mrs. Anna E. Williams engaged as kindergartner. The room in the Jackson building was granted by the public school authorities, salary of kindergartner furnished thru the efforts of Mr. Mann, and afterwards taken up and supported by the Friends' meeting of 1811 I street, N. W. As soon as we were relieved of the charge

of the kindergarten in the Jackson building a new location was found in a neighborhood where a kindergarten was most needed. After many efforts to hire rooms from the authorities of churches and private owners, we were able in March, 1892, to open a kindergarten on Fourteenth street, N. W., in the reading-room of All Souls' Church. The use of this large room was granted free of rent. Miss Donovan and Miss Moote were employed as kindergartners, Miss Moote working in the morning and Miss Donovan in the afternoon, these kindergartners carrying on two kindergartens a day—Miss Donovan teaching in the Jackson building in the morning and Miss Moote at the Potomac building in the afternoon. The salaries of the Fourteenth street kindergartners were furnished by subscription solicited by Mr. Mann. With the promise of subscriptions from our old subscribers, and the grant, free of rent, of the use of the reading-room, rented by All Souls' Church at 2204 Fourteenth street, N. W., we reopened the kindergarten at that place Oct. 24, 1892, engaging Miss Harriet Henry for the morning. On November 7 we engaged Miss Lottie Haslup to carry on an afternoon kindergarten here. Later in the month the Lincoln Memorial Church granted us the free use of their large kindergarten room and Miss Henry was transferred to this field of labor, and continued there until Feb. 23, 1893, when she went into the free kindergarten work supported by the Lucy Webb Hayes Deaconess Home, and Miss Emma V. Beckwith took her place and continued the work until June 30, 1893; supported partly by the church and partly by us.

On Oct. 19, 1893, the kindergarten in the Lincoln Memorial Church was reopened under the charge of Miss Beckwith, and about the same time of the month another free kindergarten was opened in the Church of the Redeemer with Miss Annie M. Jackson as kindergartner, we supplying the furniture and material and part of the salary. In subsequent years her work was continued by the minor trustees.

In November, 1893, at Mr. Mann's suggestion, Rev. P. E. Birdsell, rector of St. Mary's Mission, attached to St. John's Church, opened, with Miss Haslup as kindergartner, a free kindergarten at 2437 Snow's court, in which court we had a kindergarten in 1891-92. We supplied the materials and nearly all the furniture, the church supporting the work for awhile; afterwards private individuals continued it until March 1, 1894, when it was supported again by

our agency. Miss Haslup continued until April and Mrs. Louise Hawkins conducted it thru May. In the fall of the following year the work was taken up by Mrs. Hearst with Miss Haslup as kindergartner. In November, 1893, Miss Hooper established a kindergarten settlement at 215½ Third street, S. W., the furniture and material for a beginning being given by us. In October, 1894, and continuing until June, 1895, the public school authorities allowed us to open a free kindergarten in the Monroe School building, and Miss Margaret Ellen Stuart was engaged as kindergartner. In the fall of the year 1895 we were again privileged to continue our work in the Lincoln Memorial Church with Miss Beckwith as kindergartner until December, when the room was vacated by order of the health officer because of the occurrence of diphtheria. We almost immediately secured other quarters for the kindergarten by the kindness and courtesy of Supervisor J. R. Keene and Supt. William B. Powell, and reopened our work in a large room in the Wilson Public School building on Seventeenth street extended. From the Monroe building we were transferred to the Johnson Public School, and on Oct. 17, 1895, engaged Miss Florence D. Haines and Miss Irene H. Noble as kindergartners, who continued during the school term until June 16, 1896, reopening the following fall with Miss Haines as kindergartner assisted by my normal pupils. In 1896 Miss Mabel Griffiths and Miss Sadie Keene took up the work there and afterwards were transferred to the Berrett School building. These kindergartens were visited and supervised during the year daily, later a few times a week—until we felt that the work was properly conducted. All the kindergartners above mentioned except Miss Hooper were graduates of the Elizabeth Peabody Kindergarten Normal School. In 1897, when Congress appropriated the money for the establishment of free kindergartens in Washington, those in the work were retained by the school committee, and are still holding their positions, while others who took their training later of me entered as assistants and are now holding principalships. In October, 1886, I opened a private kindergarten and connecting school, assisted by my sister, Miss Van de Sande, and continued the work for fourteen years, my object in this, as well as in my free kindergarten work, being to make the cause better known; but since Congress saw fit in the year 1897 to provide the means for establishing a dozen public kindergartens, and has enlarged its support of the

work each year, and other agencies provided with greater financial resources have carried the private work into a larger field than I could venture to occupy, I have felt that the most important part of my work was done. My great love for the cause, and my husband's and my own desire to see the kindergarten established permanently in Washington, gave me courage and strength to labor to this end, and it has been a great gratification to me to know that it was not in vain.

THE ROCKY MOUNTAIN SHEEP.

THE red deer loves the chaparral,
The hawk the wind-rocked pine;
The ouzel haunts the rills that race
The cañon's steep incline;
But the wild sheep from the battered rocks,
Sure foot and fleet of limb,
Gets up to see the stars go by
Along the mountain-rim.

For him the sky-built battlements,
For him the cliff and scar,
For him the deep-walled chasms
Where the roaring rivers are;
The gentian-flowered meadow-lands,
The tamarack slope and crest,
Above the eagle's screaming brood,
Above the wild wolf's quest.

When in the riot of the storms
The snow-flowers blossom fair,
The cattle get them to the plain,
The howlers to the lair,
The shepherd tends his foolish flocks
Along the mountain's hem;
But free and far the wild sheep are,
And God doth shepherd them.

—*Mary Austin, in St. Nicholas.*

JOHANN HEINRICH PESTALOZZI.*

A CHARACTER STUDY.

S. LOUISE PATTESON, CLEVELAND.

THE miniature republic of the world is justly proud today of the fact that a century and a half ago it gave birth to the man who conceived and evolved our modern system of popular education. Agonizing and long were the birth throes of this evolution, and slow indeed has the world been to grasp its full import to the human race; but today the life and character of "Father Pestalozzi"—as his countrymen fondly call him—furnish one of the world's shining examples of unselfish endeavor and limitless patience.

When we speak of Pestalozzi as the pioneer of education we mean *education* as differentiated from *learning*. Learning there had been from time immemorial, but Pestalozzi contended that no amount of learning, however great and lofty, constitutes education; that education is a living, organic process of unfoldment and growth; that it is life itself, beginning only with the awakening of the embryonic soul-life lying dormant within the human breast, and marking the exit of the individual out of his former estate into a more refined existence.

In presenting to the world his apparently novel ideas Pestalozzi did nothing more than to interpret and exemplify the clarion note of the Saviour: "I am come that they might have life." But Pestalozzi was not only an interpreter of Christ; he was also his true follower in that he actually carried out in his own life all that he taught and advocated, even to taking beggars and vagabonds

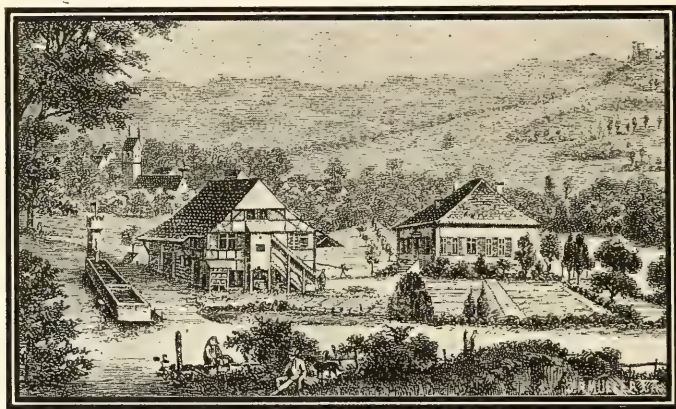


Madam Pestalozzi

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into his home at Neuhof, and living with them in order that he might teach them how to live like men.

Those who have an intimate acquaintance with the life and labors of Pestalozzi, and who revere and love his memory, are prone to dwell only upon the pathetic side of his life, probably because there was so much in it that was sad and thankless; for after he had spent a lifetime in the most arduous labors, yet it was not his lot to thrust the sickle into the ripened sheaves nor to hear the harvest song of the reapers. But it must not be forgotten that Pestalozzi enjoyed the two greatest blessings that come to mortal man—an ideal mother and an ideal wife. And as Method-



Neuhof, where Pestalozzi Made his Agricultural Experiment.

ism today acknowledges its existence to Susannah Wesley as much as to its real founder, so do we owe a debt of gratitude to those noble women who, by their sacrifices, their true comradeship, and their loyal support, helped to mould, to inspire, and to strengthen the career of the world's foremost educator.

Being thus favored it is not to be wondered at that Pestalozzi held so exalted an opinion of womanhood as to lead him to look to the mothers to solve the great problem of proper elementary education. The word *education* is still so much misunderstood that at sound of it the mind is apt to travel away to some renowned and far off seat of learning. Pestalozzi defined the true locus of education to be in the home, at the family fireside, and his classic "Leonard and Gertrude" is an enduring memorial to the high regard in which he held motherhood and its possibilities for good

in the world. In this work Pestalozzi plainly shows that the life lived in the familiar home circle, as well as the manner in which we discharge the common transactions of everyday life, are the most potent factors in the development of character, either refining or coarsening the fiber of our being, and that the school is but to supplement and to extend home training. One of the proud moments of his life was when a farmer upon visiting his school turned to his wife and said: "Why, Eliza, this is no school at all; we could do this right in our own home."

This ideal of Pestalozzi's is partly realized today in the kindergarten, which forms the connecting link between the school and the home; but the importance of wise and thoughtful guidance in that stage of psychic unfoldment extending over the years from birth to the kindergarten age is as yet little appreciated, as is evidenced by the fact that many mothers are still willing to entrust their infants to the care of cheap and ignorant attendants. The following incident came under the writer's personal observation, and is apropos here: A young mother upon being asked recently whether she had begun to study childlife and maternal obligations, replied: "Why, no, I haven't even time to read the daily papers; for I have so many calls sometimes I steal away and go down-town to get a little rest." Meanwhile her baby is in charge of a fourteen-year-old girl, who rates the value of her services at \$2 a week. Fie on such a flagrant breach of trust on the part of any whom the Creator of all life has engaged to rear for him an immortal soul.

Pestalozzi and his wife found time in the midst of a most strenuous life to keep a record of the progress of their child, Jacobli—little Jacob—and in this journal are recorded such simple facts as that the child noticed that water flowed down hill; that he asked the water to wait for him; that upon seeing a butcher kill some pigs he arranged some blocks in imitation and proceeded to do the same, and when his mother called to him, "Jacobli," he answered, "No, mamma, you must call me butcher now."

Under date of February 15 we find this entry:

I have noticed today that my child has a habit which shows his cleverness but which I must watch most carefully. When he asks for anything he always begins either by answering objections which he thinks are likely to be made, or by giving reasons why

the request should be granted. "Mamma, I won't break it; I only want to look at it; I will use it in my lessons; I only want one." We must take care that this trick does not succeed. An open, straightforward request is what we should like. When he asks in this roundabout way we ought to insist on his making his request again in a simple manner. It would perhaps be well to refuse what he does not ask for properly.

Lead your child out into nature; teach him on the hilltops and in the valleys. There he will listen better, and the sense of freedom will give him more strength to overcome difficulties. But in these hours of freedom let him be taught by Nature rather than by you. Let him fully realize that she is the real teacher, and that you, with your art, do nothing more than walk quietly at her side. Should a bird sing or an insect hum on a leaf, at once stop your talk; bird and insect are teaching him, you may be silent.

In the following extract we see that Pestalozzi found the happy medium between stern, unyielding restraint on the one hand, or austere, arbitrary commands on the other, and the unbounded liberty advocated at that time by Rousseau.

I would say to the teacher: Be thoroly convinced of the immense value of liberty; do not let vanity make you anxious to see your efforts producing premature fruit; let your child be as free as possible, and seek diligently for every means of ensuring his liberty, peace of mind, and good humor. Teach him absolutely nothing by words that you can teach him by the things themselves; let him see for himself, hear, find out, fall, pick himself up, make mistakes; no word, in short, when action is possible. What he can do for himself let him do it; let him be always occupied, always active, and let the time you leave him to himself represent by far the greatest part of his childhood. You will see then that nature teaches him better than men.

But when you see the necessity of accustoming him to obedience, prepare yourself with the greatest care for this duty, the most difficult of all in such an education as we are considering. Remember that if restraint robs you of your pupil's confidence all your labor is lost. Make sure, then, of his heart, and let him feel that you are necessary to him. Be merrier and pleasanter than any of his companions; in his games let him prefer you to all the rest.

He must trust you. If he often asks for something you do not think good tell him what the consequences will be, and leave him his liberty; but you must take care that the consequences are such as he will not easily forget. Always show him the right way. Should he leave it and fall into the mire go to his rescue; but do not shield him from the unpleasant results of having enjoyed complete liberty, and of not having listened to your warnings.

In this way his trust in you will be so great that it will not be shaken even when you have to thwart him.

But probably the most noteworthy entry in this remarkable diary, noteworthy because it lays bare and reveals the innermost recesses of this child's beautiful soul, who was the subject of Pestalozzi's experiments in his conception of ethical culture, is the following:

My son is more than eleven years old and cannot yet read or write; but this does not at all trouble me.

The other day when he was playing alone near his mother she said to him: "Tomorrow is papa's birthday; wouldn't you like to do something for him?" "Yes, if I could write," answered the child. "If you will say something I will write it for you," said his mother. Whereupon he began to think, running up and down the room and muttering, almost singing, to himself what he wanted to say. Before very long he came and smiled at his mother. "What do you want, my dear child?" "Ah, you know very well." "Have you something to say to me for papa?" "Yes, if you will write it down."

His mother then wrote down word for word the following lines, which the child dictated in a chanting voice, explaining that it was poetry:

My wish, dear papa, for your birthday today,
Is that you may live a long, long time;
I thank you a thousand times for all your kindnesses,
I thank you for having brought me up tenderly and happily,
I thank you again a thousand times for the kindnesses
Which I have received from you all the days of my life.
Thank you a thousand, thousand times!
I don't know how often I should like to thank you!
Now I will tell you what is in my heart.
I shall rejoice, I shall rejoice terribly
When you can say: I have brought up my son in happiness;
I shall rejoice, I shall rejoice with my whole heart
When I can say: I am his joy and his happiness.
Then only shall I be able to thank you
For all you have done for me during my life.
You will be glad as well as I
The day I can say it.
Then we will be happy together all our lives;
Then we will pray to God together,
And dear mamma will also pray with us.
Then we will work together like lambs,
That we may live with God and with honor,
And that we may be content with what God gives us.
Now dear papa is coming;
We shall love and kiss each other,
And mamma, too.
I want to put my arms round their two necks at once.

As the bee gathers honey from the flowers so this parent gathered wisdom from the prattle of innocent childhood; and as the bee

lays up her stores for the use and benefit of man, so did he collate and preserve for a fortunate posterity the riches and charms of his observations. And so it is not to be wondered at that the influence of this incomparable man coming down to our times breathes out an ever-increasing fragrance.

In closing let us ask ourselves some questions:

1. Which is preferable in a child of eleven—that he should be able to decipher figures and words, recite historical facts, draw maps of the states, or that he should have set in vibration those springs within him which beget a true sense of the moral consciousness of his relations to God and man? Which of the two is really *education*?

2. Why is it that the quality of moral consciousness is of so tardy development in the youth of today that many between the ages of fourteen and twenty are a veritable terror to their parents? Is it not because intellectual training is made the first, and ethical culture the second consideration?

3. Were this order reversed, would not our growing youth perform the task of the schoolroom with a higher sense of appreciation of its utility, and would they not have more interest and pleasure in the doing of it? Moreover, would not teachers and parents find their labors more readily productive because of the awakened sense of moral obligation which would render their charges more receptive to instruction and more amenable to discipline?

DAZZLING and tremendous, how quick the sunrise would kill me
If I could not now and always send sunrise out of me.

—Walt Whitman.

STAINLESS soldier on the walls,
Knowing this,—and knows no more,—
Whoever fights, whoever falls.
Justice conquers evermore,
Justice after as before,—
And he who battles on her side,
God, tho he were ten times slain,
Crowns him victor glorified,
Victor over death and pain.

—Emerson.

FORTY YEARS A KINDERGARTNER.*

ADELE VON PORTUGALL, NAPLES.

REMINISCENCE. PART I.

IT is impossible to look back on a career of forty years of absorbing activity without being mastered by serious thoughts and very mingled feelings. As the tree in springtime, full of newly-awakened life, puts forth buds, leaves, and flowers to ripen into fruit in autumn, so is it also with man. He begins his life-work with all his strength and devotion. With energetic will and high hope he goes to his task. Enthusiastic endeavor inspires him and lofty ideals raise him above everyday cares. These cares are lost in the desire to serve and work for humanity; no doubt of the attainment of his goal dims his gaze or lames his enthusiasm. Such is the springtide mood in which the work of his life is begun! The summer comes with its heat and the autumn with its faded leaves. Many a blossom has fallen from the tree without bringing forth fruit; many a plant has succumbed to wind and rain. And as with the tree so also with the man. Not as he desired have his hopes been fulfilled; not in all to which he aspired has he succeeded; not always have his endeavors been appreciated; the ignorance and envy of others have often wounded him; his noblest aspirations have been misunderstood and attacked. Well for him if in the battle of life he has not lost all faith in mankind, all trust in progress. And to the ranks of these happy ones I belong, and that it is so I owe most of all to my daily intercourse with children and young people. They have kept alive my faith in the goodness of humanity and of their own nature, given me happiness in the hard, earnest battle of life, and preserved my cheerfulness and hope.

Belief in the goodness of human nature encourages and strengthens the teacher; but on the other hand it must, by continual observation, bring him to the conviction that there has never yet been a child who enjoyed an ideally perfect education. Froebel says, "On the one hand education is easier than one thinks"; but he adds the significant words, "on the other it is more difficult than one thinks." As this second truth is not generally recog-

*Written for the KINDERGARTEN MAGAZINE by Madam von Portugall, in the English language, at seventy-three years of age.

nized, the vocation of teacher is often taken up with the most culpable thoughtlessness, to which the best disposed child is sacrificed. I should like to sum up the result of my experiences in a few principles, which the labor of many years has proved to be true.

1. Most mothers do not know, or act as if they did not know, that the education of their child begins *before its birth* and starts with the education of themselves. ("Not what you do, oh! mother, has an influence on your child, but what you think and feel."—Froebel.)

2. In the further education *after birth* the formation of good habits stands first of all, and the impressions which all his surroundings make on the child's mind. (The child at first understands nothing, but when it is so far developed that it understands, bad habits have been formed and many harmful impressions made.)

3. By just and careful education according to Froebel's guidance, punishments can *generally* be dispensed with.

4. Education must not be without an earnest, moral character; the child must not be a mere toy, only serving to satisfy the parents' vanity.

5. The child's impulse to activity must be satisfied, and never restrained in any way.

6. He must be respected as an individual, and early learn to feel himself a member of the community. In the first case he has *rights*; in the second, *duties*.

7. Obedience is obtained by *satisfying his impulses* and avoiding useless commands and prohibitions.

8. The love of truth is developed by the truthfulness of those around him and by a treatment inspiring love and confidence.

9. A child naturally occupied and rightly guided is inclined to all good. ("Occupy your children, and naughtiness disappears like thieves."—Diesterweg.)

These few suggestions may suffice to indicate the path I pursued as an educator. While I write them down many others come crowding into my mind, but I am to recount my experiences and life as a teacher, not to give a course of pedagogy.

In the year 1858 I was left a widow and stood alone, and probably would have sunk beneath my sorrow had I not felt that I could only be saved from utter shipwreck by some work for the

common good. Two years passed in sadness and seeking till a happy fate led Frau v. Marenholtz to Berlin, and me to one of her fascinating and inspiring lectures. She and Fräulein Breymann, afterwards Frau Schrader, the foundress of the Pestalozzi-Fröbel House in Berlin, kindled my enthusiasm for Froebel's educational efforts. There was then no organized Froebel course of training, and after the delightful intercourse with these two ladies had come to an end, I had to fall back on study by myself. I then worked for two years in England properly speaking only to learn the language. I conducted a private kindergarten in Manchester which had been founded by Frau Bertha Ronge, an enthusiastic and inspiring Froebellian. Here my study of child-nature began and the intercourse with children rendered me more and more happy. They took up my thoughts so completely that in living with them I forgot my own sorrow. I had no time to give way to my own feelings, to my own thoughts.

In 1864 I went to Geneva, to which I was bound by dear memories of my married life. I wished to live there in quiet retirement for some months, to arrange all the experiences and observations gathered in the last years and prepare myself for some new work. But all came otherwise for me. On the impulse of some lectures given in Geneva by Frau v. Marenholtz a free kindergarten had been founded by two ladies, who besides their professional work (they were painters) took a warm interest in all educational endeavors. They now wished to intrust this school to experienced and reliable hands. For this purpose they had invited Fräulein Breymann to Geneva. She was to inspire their languishing work with new life, and help to implant in it Froebel's spirit and principles. But her time being much taken up with lectures, invitations, etc., she could not attend personally much to the kindergarten; she could only point out some defects, pull down in short, but not build up. In the meantime I arrived at Geneva. She received me at the station, informed me immediately of the difficulty of her task, and asked me to help her, which I willingly promised to do. So directly on my arrival I found, instead of the rest I had dreamed of and longed for, a sphere of action the extent of which I only perceived by degrees. It had necessarily to begin with the reorganization of what already existed, and for this all material was wanting. The space was limited to a single room and school materials were very imper-

fect. The teachers (there were two of them) were really quite ignorant of Froebel's system. The children were very various in age and were all of the lower classes. The crowding together in one room without intelligent guidance excited the children and there was no trace of discipline.

My first care was to tame these little demons, and here I succeeded most of all by games in common, and by telling them little stories. The game of ball, too, in its most elementary form, proved effective. As soon as I had succeeded in gaining the children's attention I divided them into two groups, according to age and development, one of which was occupied in the room while the other played in the adjoining garden. In this I was favored by the season of the year, for it was May, and the weather was beautiful, permitting the children to remain outdoors. Later we put up so many tables and benches in the garden that they could also be occupied there. Contemporaneously with the reorganization of the kindergarten began the work with the teachers, who were beginning to take pleasure in their vocation, and submitted to my admonitions and direction with a good will, and not without some understanding of the spirit of the reform I was attempting. At four o'clock in the afternoon, when the children returned to their homes, we assembled in the garden and carefully prepared the work for the following day, which gave me an opportunity of explaining Froebel's principles. The beneficial influence of this working together made itself gradually felt to the joy and satisfaction of us all. In the youngest of my pupils, Mdlle. Susanne Cornaz, I soon discovered a decided talent for telling stories, which she afterwards perfected by practice. In later years she wrote down the stories, the product of her fertile fancy, and some of these still delight our little Italian scholars.

Little by little the kindergarten assumed its true character, especially after we had provided the room with a partition wall, by which we could divide the children into three groups instead of two, which admitted of a better classification according to age and capability. Work and play could now be carried on according to this division, and its educational influence made itself felt, for the children became better and happier every day. They came to us willingly, and soon brought with them a welcome addition to the number of our scholars, for the propaganda of the children themselves is the most effective. Thus we had every reason to be

satisfied if I had not suddenly fallen ill, for however strong my own health seemed to myself and others, I had overestimated it. I became hoarse, and then lost my voice completely, had slight fever morning and evening, and was incapable of all work. The doctor sent me into the mountains, where I seemed to recover, for after six weeks' rest my voice returned, but not my strength for work. I knew how much depended on my presence in the kindergarten for its progress, and suffered from my forced inactivity. The remedies employed proved fruitless, and as I would be well *à tout prix*, I resolved to try a water cure; but not wishing to sacrifice the day to it I attempted to carry it on by night. I had myself wrapped in a wet sheet at ten o'clock, took a bath at one or two o'clock, and had myself put into a freshly-made, warm bed. Therewith I observed a strict diet, and my courage was crowned with wonderful success. I recovered, and could resume my work without hindrance.

So came the winter. We had been able to enlarge our locality and begin an elementary instruction of the elder children, viz., reading, writing, and arithmetic. But here it was necessary to prepare the method if we would not fall into mere routine. A rational reading method was wanting. Of the method of pronunciation, or simultaneous writing and reading, there was no idea in the learned Geneva of that day. If we would remain true to our principle of developing instruction we must first make our method for ourselves. What is easy for German and Italian is difficult in the French language. I let them begin at first with the oral pronunciation, which was naturally and easily deduced by conversation and picture-lessons. Mdlle. Cornaz proved here also very capable, and worked with good success; she managed to keep the children always bright and happy and eager to learn; her inexhaustible fancy charmed them, and often astonished me not a little. The happiness of the children, their eagerness to go to school, struck the parents; they came to see what we were doing with them, for to their questions they had only received one answer, "We amuse ourselves."

Thus they gradually began to talk of the school; they came and asked for "Madame Froebel," and thought I must be that personage, as the name was unknown, and the few lectures that had been held had not made their way to the general public. Gradually the better classes drew nearer to us, the little proletarians

disappeared, and the free kindergarten became a paying school. From year to year, according to our needs, new classes were added till the elementary school was complete. The rational reading method had been created in the meantime; I was assisted herein by a very intelligent elementary teacher—a Frenchman—who, like myself, would not inflict the brainless and illogical spelling lessons on his pupils. This method, which has since found imitators, exists still in manuscript, but has unfortunately never come into contact with printer's ink; and, in spite of its great advantages, has not met with entire approval. Many an innovation, which could be useful to mankind, fails thru scholastic ignorance and prejudice. But even this opposition has at length had to yield to the spirit of the times, and today, after nearly forty years, they teach according to my method in all the schools of Geneva. I do not attribute much importance to this fact; it is enough for me that the children now reap the fruit of my labor, and have pleasure in learning.

In the year 1867 I made the acquaintance of a lady who was to exercise a decided influence on my whole life. Fräulein Caroline Progler, a highly-cultivated and very intelligent person, came like many others to see the school which people began to speak so much about. She excited my interest by her clear judgment and sound views, and she felt attracted by the fresh spirits and happiness of the children, and only a few months were needed to ripen in her the resolution to join us. The entrance of such an important personality into our circle gave a mighty impulse to the development of the work. She undertook a part of the instruction in the higher classes and assisted me in training the teachers, a work which had grown with the years as the number of our teachers increased. Supported by such powerful assistance, we began to plan a development of the elementary school into a High School for Girls. The kindergarten, as well as the elementary classes, were frequented both by boys and girls, which, at that time, was an innovation in Geneva. But afterwards the boys had to go to a gymnasium and the girls to a secondary school; that was traditional custom, and it was a daring undertaking on our part, under these circumstances, to think of establishing a school for girls.

It had always been my ideal to devote myself to the education of girls, and, aided by Fräulein Progler, with whom I was soon

united by an intimate friendship, nothing seemed impossible to me. Fortunately we were able to have more rooms in the same house and set to work courageously. From nine o'clock in the morning till four in the afternoon we were occupied in the school, and from five to seven in the evening we were engaged in the instruction of our teachers. In the winter months we frequently went at eight o'clock to scientific lectures, which were always a delight to us. It was a time of hard work but also most enjoyable. My life with my friend was happier with every year; we were very different, but each completed the other and we worked together like one person. All the difficulties and hardships we had to encounter lost their sting in the common effort, and we felt strong enough to conquer them. The prosperity of the school excited envy, and falsehoods were spread concerning it to injure us; we had also to combat the shortsightedness and prejudices of the parents, especially of the mothers. Some found that the children did not learn enough because they did not know their letters in the kindergarten, while they themselves, as they said, had been able to read at four years. Whether they had been the wiser for that they did not ask. Others complained of the disobedience of the children at home, and required that they should be punished by the kindergarten for the faults committed at home. In order really to understand and appreciate our efforts a certain degree of culture, judgment, and intelligence was necessary. But there were also some parents who possessed these, and they are still my friends at the present day; and the scholars who are now fathers and mothers themselves count the years they passed in my school as the happiest of their lives; they only lament that they have not such a school for their children.

(To be continued in the February number.)

LET your skein be long and your silk be fine,
And your hands both firm and sure,
And Time nor Chance shall your work entwine,
But all—like a truth—endure.

—*Barry Cornwall.*

WHAT WAS DONE WITH THE CHRISTMAS-TREE AFTER THE FESTIVAL.*

(Translated from the German of Fraulein Annette Schepel by Bertha Johnston.)

THE Christmas celebration opens up a series of the most beautiful fête days and holidays, which unite more closely the members of each family. After the beginning of the New Year the little ones returned to the Pestalozzi-Froebel Haus and its regular activities whose center is again the fir tree.

There stood the dear Christmas-tree still, just where they had left it. Its beautiful ornaments had indeed been removed, and, if one touched it, there fell from it a heavy shower of pine-needles so that the ground was thickly strewn with them.

What should now be done with it? No roots can ever again carry nourishment to it from the earth; it can grow no more, and the most beautiful twigs and branches will very soon be bare. But in this bitter winter time it can still be very useful and give us pleasure as well. The wood will warm us finely, but it is impossible for us to break off the twigs and branches so we will ask the joiner to help us. He grasps the ax adroitly and one branch after another falls to the floor.

Dumb and tense the children watch what he does, and it is not long before the shaft stands there, bolt upright, reddish-brown and slender as a ship's mast.

But the carpenter can spare us but a little of his time, and strong man that he is, he raises the trunk, lays it down, fits in the saw and saws off large pieces and small, while fine sawdust falls below and covers the floor.

The greater part of these pieces will be brought to the cellar and serve for fuel, but from some of them the carpenter upon our request saws some little boards, some long, some round, which he then planes smooth, for the boys wish to make keyboards, stands, etc., out of them. Large pine boards, for repairing a doll's room for the little ones, are on hand in the carpenter's workshop, and with his permission the little workmen will fetch such tomorrow.

*The series of articles from which these translations are made were printed in 1893 in Berlin.

But the carpenter must depart for today, and accepts in friendly fashion the thanks of the little ones for his trouble.

The sawdust and shavings whose fall the children saw with such exultation are collected and saved. Cushions will be filled with the former and baskets and covers woven of the latter.

Some of the large and small twigs are distributed; in each division blazes a fire of sprigs of fir, and a charming picture is made as the merry faces illuminated, and half frightened by the noisy crackling, are turned toward the glowing and fragrant needles.

THE COBBLER.

SUSIE M. BEST.

TICK-A-TACK-TO, tick-a-tack-to,
Tell me who is it that makes the shoe.

"It's I," said the last, "for I shape the shoe,
And without me there's little that you can do."

"It's I," said the needle, "for in and out
I draw the thread that is strong and stout."

"It's I," said the awl, "for I bore the holes
For the little pegs in the heels and soles."

"It's I," said the hammer, "for tick, tack, tick,
I hammer the pegs in mighty quick."

"It's I," said the rasp, "for I file the nails
And grind them smooth as a serpent's scales."

"It's I," said the cobbler, "for tick-a-tack-to,
I manage the tools till I make the shoe."

THE star that watched you in your sleep
Has just put out his light,
"Good-day, to you on earth," he said,
"Is here, in heaven, Good-night."
"But tell the baby when he wakes
To watch for my return;
For I'll hang out my lamp again
When his begins to burn."

—*John B. Tabb, in Child Verse.*

TWENTY KINDERGARTEN TRAINING SCHOOLS.
WHAT THEY TEACH AND HOW AND WHY—ALSO
REPLIES OF LEADING KINDERGARTNERS
TO IMPORTANT QUESTIONNAIRE.*

VIRGINIA E. GRAEFF, CLEVELAND.

III.

THE FOREIGN POINT OF VIEW.

The answers giving the foreign point of view of kindergarten training are made by Mrs. Alida E. de Leeuw. This kindergartner is a native of Holland, a pupil of Madame Van Calcar, who many years ago brought into Holland the Froebel message direct from Madame von Bülow.

Mrs. de Leeuw, tho trained in Holland, has lived for many years in England, where she was one of the examiners of "The National Froebel Union," as well as lecturer on the philosophy of Froebel before the University of Oxford. In addition to this foreign experience Mrs. de Leeuw has been for the past two years engaged in kindergarten work in the Cleveland public schools. This experience enables her to give the comparative view in making her answers, which touch mainly upon English methods, tho the German training is given some comment.

GIFTS AND OCCUPATIONS.—In answer to the first questions under this head Mrs. de Leeuw writes:

The examinations held yearly by the National Froebel Unions of England do not require elaborate working out of sequences in gifts. Candidates for the elementary, and for the higher certificate, are required to show notebooks of the study classes, but only to work out those occupations that are set for any special year.

At the oral and practical examinations in gifts and occupations questions are asked on, and work is required with, more especially those gifts and occupations which are not the specials for that year.

In regard to supplementary material we read:

The general tendency is to do so. Basket work is taken up specially, and other outside material is used.

The answer to the question on the repetition in notebooks of work done in class is as follows:

*Continued from the December number.

The notebooks I have seen were not elaborate guidebooks; in many cases simply annotations on the underlying principles and special aspects.

To the question bearing on the use of larger material we read:

I think the general tendency is toward the use of large material.

STORIES, SONGS, AND GAMES.—I do not know that the training in songs, stories, and games is officially graded, but at the practical examination students have to give evidence of their understanding and good sense in their work with the class, the age of the children being left to their choice.

In answer to the question of stories, songs, and games for children at three years of age we learn that:

No special collection is used. Simply selections from well-known books.

In regard to the question of making outlines of stories, of adapting and simplifying symbolic stories, and of using these principles in the study of songs and games, the reply is in the affirmative, while to the question of symbolism in stories the answer reads:

Many a time the symbolism is lost on many a child, but much depends on the manner of telling, and I do not expect the little ones to understand consciously.

MUSIC.—To the question in regard to the teaching of sight reading and elementary theory in training school, the answer is in the affirmative, and we learn that instrumental music is not included in the training course, and in regard to rhythm, that stress is laid on rhythmic movement of all kinds to music, either vocal or instrumental.

DRAWING, COLOR WORK, CLAY MODELING.—In England we read that in the best training schools Mr. Cooke's method is taught, and this method consists in a following of the truly Froebellian principle of taking the child's unconscious efforts and directing them by simple steps toward his best development. Form and design in chalk, crayon, and color are used as a medium in following the work of this gifted teacher, who is a distinguished pupil of John Ruskin. We read further that:

Students are trained in form perception and form expression in modeling, drawing, and color work; these subjects are kept closely connected, and are held inseparable from natural science work. Students are required to draw original illustrations of sto-

ries, songs, or mother plays in black and white, or in water-color.

And in answer to the question, "How are students trained to teach drawing to children?" we find these suggestive words:

By example, by drawing with and for the children, as well as by giving them free play with pencil and brush.

SCIENCE.—We learn that science is taught in connection with drawing and modeling along the lines your question suggests, and that elementary hygiene is usually included in the science course.

PSYCHOLOGY.—The answer to this question suggests that child study is linked with psychology.

MOTHER PLAY.—In answer to the question, "Do you use the Mother-Play Book as the basis of the program?" we read: "I know of no instance where that has been done." We learn that "many training schools" emphatically recommend the use of the Mother-Play Book as a picture-book for children.

PROGRAM.—Under the question, "How is program taught?" we quote the following answer and comment:

As far as I know program is based on the seasons, natural objects, and the child's daily life and immediate surroundings. Characteristic difference seems to me to be, European kindergartners base the program on the concrete, grouping thoughts around it as many and as varied as the children are able to take in. American kindergartners take spiritual thought and work it out in the concrete in such measure as time and circumstances allow.

"EDUCATION OF MAN" AND "PEDAGOGICS OF THE KINDERGARTEN."—In regard to these two books we learn that both are studied, but prominence varies with examination requirements.

HISTORY OF EDUCATION AND LITERATURE.—We learn that in the teaching of these subjects there are "as many different methods as there are training schools, but Pestalozzi and Froebel are studied thoroly in their relation to other educators.

OUTLINE IN NOTE-TAKING.—Outlines in note-taking are encouraged.

PRINTED GUIDE.—Under this head we read: "Many do use a printed guide, but original work is required of all students." To the question, "Do you not think this would save time?" we read: "I think it does." In response to the question, "Do you think the use of a printed guide would render the work mechanical, and would a loss of originality on the part of the student ensue?" we read:

Very probably that danger does exist whenever a "guide" is used, but everything depends on the trainer; and much originality may be lost where no printed guide is used.

THE CURTAILING OF PRACTICE.—This it seems is widely different in the various colleges, and in answer to the question, "Do you think the morning practice of a student might be omitted for three months for each of the two years without serious loss?" the answer reads:

I think it might, but I should prefer diminishing the strain from the side of theoretic and occupation work, and depend for training more fully on the practical work with the children under really competent supervision of the director.

THE FUN-LOVING SPIRIT.—We quote entire this answer, especially commending its closing refrain:

In the kindergarten world as in the great world outside,

Those that will be merry
Shall be merry

notwithstanding fatigue and "high ideals," but one finds comparatively few who say from their hearts and act up to this,

The greatest of folly
Is not to be jolly!

Mrs. de Leeuw adds the following words, which she calls "a supplement":

The training schools in England not working for the National Froebel Union examinations follow entirely different lines. The Sesame Childgarden in London, and Miss Carrie Bishop in Birmingham, work on the lines of the Pestalozzi-Froebel Haus, Berlin, adapted to English and individual needs. The Pestalozzi-Froebel Haus in Berlin bases every item of the work on the family, and recognizes Pestalozzi's principles as all-important. All training of the students is toward a fuller understanding of life. The child and its needs, domestic training, hygiene, care of children, animals and plants, cookery, gardening, etc., are regular subjects, as well as some of those we find on the regular curriculum here.

In the training class "Leonard and Gertrude" is studied, as well as the "Education of Man"; and the Mother Play is also used as a text-book, we understand, tho one correspondent does not mention it in this connection. Mrs. de Leeuw continues:

Primary methods are studied and practiced in the elementary class connected with the kindergarten. Daily practice with the children under competent supervision is an integral part of the training course. The Mother-Play Book is used daily as a picture-book.

(To be continued in February number.)

SOMETHING IN THE EDITORIAL LINE.

AMALIE HOFER.

IN a certain by-way kindergarten in a certain Atlantic Coast city, a four-year-old child impetuously threw his arms about another's neck. The certain kindergartner stepped up quickly, removed the impetuous arms and said: "See, this is the proper way to embrace a playmate," suiting the words with a proper gesture. Now you will agree that those who witnessed such an exhibition of the "training of the affection" in an eastern kindergarten are not justified in saying at large, in public, or to their training classes, "all Atlantic Coast kindergartners do this way."

Equally indiscriminating are the accounts given by certain Massachusetts and New York educators, asserting that all western kindergartens are rampant in program and doctrine, because certain individuals are frankly experimenting. A young eastern kindergartner of three years' grace uses the adjective "unwestern" as a synonym for conservatism. Are training teachers themselves responsible for any of this "*eastern*" and "*western*" categorizing? If this is the case it would be well to hold a grand revival meeting, at which the doctrine of Froebel as taught by Froebel should be resurrected.

The transcendental school of New England was the mother of kindergartening in America, and transcendentalism knows neither east nor west, much less south, nor yet Pacific Coast.

While some of the good friends were chatting amiably about these alleged "eastern" and "western" characteristics of kindergartening, I found myself looking out over the treetops of the profession, measuring the life work of such heroic pioneers as Diesterweg, Pappenheim, Heymann, Elizabeth Peabody, Adele von Portugall and Madam Kriege. And the wish to commune with these friends took hold of me, and so this January issue comes to you, dear reader, redolent with the reminiscences of those who have blazed the forests and made the rough places smooth.

Foremost among these is Eugen Pappenheim, who stands today as a father to the united kindergarten work of Germany and Austria, a father in all the good-will and dignity of his seventy-one years. The wife is an ex-kindergartner, the two daughters

are directors in the Berlin free kindergartens as well as training teachers; the two sons are active as teachers and writers—a Froebel-family, emanating the Froebel spirit. Professor Pappenheim's new "Principles of Froebel's Pedagogy" is a text-book in the German training schools.

A new year's greeting to the friends—"die alte Garde."

THE SCISSORS.

WE'RE a jolly pair of twins,
 And we always work together;
 We are always bright and sharp
 However dull the weather.
 Whenever little Maidie
 Takes her workbox in her lap,
 We are always up and ready
 With our "Snip, snip, snap!"

Chorus—Snip, snip, snap;
 Snip, snip, snap;
 We are always up and ready
 With our "Snip, snip, snap!"

We cut the pretty patches
 To piece the pretty quilt;
 Each square the next one matches,
 Their posies never wilt.
 We trim the edges neatly,
 With never a mishap,
 And what music sounds so sweetly
 As our "Snip, snip, snap!"

—*Laura E. Richards, in St. Nicholas*

It is no man's business whether he has genius or not; work he must, whatever he is, but quietly and steadily; and the natural results of such work will always be the things that God meant him to do and will be his best.—*John Ruskin.*

No one can have a true idea of Right until he *does* it; any genuine reverence for it, until he has done it *often* and *with cost*; any peace ineffable in it, till he does it *always* and *with alacrity*.—*James Martineau.*

Ninth Meeting of the International Kindergarten Union, to be held
in Boston April 2-4, 1902.

PROGRAM.

Wednesday, April 2, 10 A. M.

Welcome and Reports of Delegates.

Wednesday, P. M.

Tea at Radcliff for Officers, Delegates, and Speakers.

Wednesday Evening.

General Meeting at Huntington Hall.

Addresses by

Dr. Charles W. Elliott, President of Harvard University.

Miss Susan E. Blow.

Dr. Henry S. Prichett, President of Massachusetts Institute of Technology.

Mr. Edwin P. Seaver, Superintendent of the Public Schools of Boston.

Thursday, 10 A. M.

Training Teachers' Conference.

General Topic—Training of the Kindergartner in the Light of General Educational Principles.

Mrs. Kraus-Boelte; Dr. Thomas M. Balliet, Superintendent of Schools, Springfield, Mass., and others.

The Kindergartens of Boston are open to visiting Kindergartners and others on Thursday morning.

Thursday, 1 P. M.

Luncheon for all members of the International Kindergarten Union.

Thursday, 2:30.

Round Tables.

I. Parents' Conference. Chairman, Mrs. J. H. Stannard.

II. Training of the Will. Chairman, Miss Harriet Neil.

Thursday, 8 P. M.

Reception to delegates and members of the International Kindergarten Union, and others.

Friday, 10 A. M.

The Value of Constructive Work in the Kindergarten. Miss Bertha Payne, Miss Anna Williams, and others.

Friday, 2 P. M.

Business Meeting.

3 P. M.

General Meeting.

This program is subject to change at the discretion of the Executive and Local Committees. Additional subjects and names of speakers will be published in later numbers of magazines.

FANNIEBELLE CURTIS,

Corresponding Secretary and Treasurer of the International Kindergarten Union,
Brooklyn, December 11, 1901.

The Local Committee in Boston is composed of—

The Executive Board of the Eastern Kindergarten Association and the Chairman of the special sub-committees.

Miss Laliah B. Pingree, president of the Eastern Kindergarten Association, is Chairman of the Local Committee.

Chairman Press Committee, Miss Emilie Poulsson.

Chairman Committee on Transportation, Mr. Albert E. Winship.

Chairman Committee on Hotel Accommodations, Miss Gertrude Watson.

Chairman Committee on Entertainments, Miss Lucy Wheelock.

Chairman Committee on Credentials, Badges, etc., Miss Anna M. Perry.

Chairman Committee on Place of Meetings, Miss Lucy H. Symonds.

Chairman Committee on Decorations, Mrs. Charles H. Dunton.

Mrs. Alice H. Putnam of Chicago is president of the Organization, and Miss Laura Fisher, a member of the Local Committee, is vice-president of the International Kindergarten Union.

NEWS ITEMS FROM THE KINDERGARTEN FIELD.

HOW KINDERGARTEN TOOK ROOT IN A WESTERN CITY.—In the fall of 1885 a lady who had just removed from the east to Oskaloosa, Iowa, being very desirous of placing her son in a kindergarten, began making inquiries regarding the work in that city. When she asked an old lady if she could direct her to a kindergarten she received a surprised look, and the astonishing reply that "over by the depot was a kind of one, but respectable people never went there; those who had not gardens of their own used the park in summer." The old lady's astonishment was, perhaps, excusable as she thought a beer garden was meant.

When next she broached the subject she carefully prefaced her question by the remark: "I am a kindergartner and am very anxious my son shall have the training; is there such an institution here?" "I do not know what you mean—never heard the word before," frankly confessed the person addressed. Not long after this it was the kindergartner's good fortune to meet a wideawake, progressive primary teacher. To her the question was immediately propounded—"Can you tell me anything about kindergartens?"

"No," was the reply. "I wish I could. I have read and read about them, and would like so much to see one, for I feel that an idea of what it really is cannot be obtained from books." Many long and earnest talks followed between these two, with the result that the kindergartner determined to open the work in her own home.

This she did by inviting five playmates of her son's to spend the mornings with her. When calling upon the mothers to obtain their permission she met with great amusement and bewilderment. "Want my child to come to your house three hours every day. Surely you are not in earnest. Six children will set you crazy. You will soon get enough of it. I never heard of such an idea. What is a kindergarten anyway? You don't mean to do it for nothing?" "No I do not mean to do it for nothing; I expect my boy to get enough from it to well repay me, and I am never so happy as when with little children." This was one of Miss Blow's pupils, and to all such kindergarten is as vital a necessity as bread or clothes, for the proper development of a child. Thus the "child garden" was established, and for a long time it was considered a joke, then it became one of the curiosities of the city and daily there were more visitors than children in attendance. Then it became a fad and was considered a good place for children to have a happy time, but not of real benefit. However, requests for admission were so frequent and earnest that it was deemed expedient to increase the accommodations, take an assistant, and receive a remuneration. Not until those who first entered the kindergarten were placed in the public schools, and their progress noted, was it considered seriously as an educational factor. Then an attempt was made to graft it on to the primary work. In one ward a curtain was stretched across the room and children on one side of the curtain wove mats, sewed cards, folded papers and played with sticks, while on the other side they tried to study.

This proved disastrous, for all were vastly more interested in making things than in conning dry books, and the curtain only stimulated curiosity. It was soon laid aside, some of the occupations were retained for busy work, but no good results followed. Still the private kindergarten continued to send its pupils to the school. Mothers and primary teachers favored it, and finally a few fathers awoke to a realization of its benefits. Private opinion expressed here and there became public opinion, and in 1894 the school board established two trial kindergartens; these proving successful it was decided to adopt the system as a part of the regular school course, and today this branch is firmly established, sufficiently supported and highly appreciated in all five of the wards of Oskaloosa. Our kindergartners have served as pupil teachers and

taken their first year's training at home, afterward finishing at Grand Rapids. A private kindergarten is still maintained and a child study class is a department of the woman's club.—*Mrs. A. A. Hugg.*

REPORT OF MICHEL HEYMANN KINDERGARTEN, NEW ORLEANS.—The work of the month has been to lead the children to realize in some degree, that true appreciation and gratitude is shown in word and deed, with the climax, Thanksgiving Day, when all unite in praise to the Giver of all things, and when children share their blessings with others.

From an appreciation of the work and thought of many giving them the happy home and kindergarten, they learned of the uses of flour and sugar, and of the wheat and cane from which they come.

The illness of the director prevented us from taking our expected trip to the truck farm and park, but we visited the bakery, grocery, market, and levee. We bought apples and sugar, we made candy and peeled and cooked the apples, thus making the source of supply and need of preparation very vital; and we are not quite sure but that this part was enjoyed about as much as the candy and sauce, tho the children pronounced these very good.

The Thanksgiving celebration was enjoyed by twenty-five mothers, and two other most interested visitors, Mrs. Snead and Miss Fitch, both helping much by their earnest work and encouraging words. A touching incident of the occasion was the sending a delicious cake to the teachers "in memory of little Robin Schmid," one of the boys whom we miss much from our circle. Another cake was also sent to us with words of gratitude. Some money from our "Mothers' Treasury" enabled us to have candy for all our (sixty-five) little folks, and they were very happy with their simple lunch of bread and butter, and fruit (brought by themselves), and their pretty cardboard boxes filled with candy. The happy little faces as they came in the morning, each child carrying a bag of fruit or bunch of vegetables, and so eager to show it to us, was a proof of the joy of giving. The donations were sent to the Convalescent Home and Home for Homeless Men, at Mr. Heymann's suggestion.

Number enrolled.....	66
Average attendance.....	55
Visits made by director.....	10
Visitors to kindergarten.....	10
Number of assistants.....	4

Respectfully submitted,

KATE C. RODD, *Director in charge.*

AN alluring circular describes the life at Agassiz Hall, a school for boys, situated far from the madding crowd, in the pine forest of the Sierra Nevadas. The number of boys admitted is limited to fourteen, and these are received only upon recommendation. Those who wish may keep horses, and they are encouraged to ride, row, swim, fish and trap, snowshoe, build log cabins, and practice woodcraft, as aids to developing self-reliance, insight and quickness of observation; and all these joys of outdoor life are theirs while preparing for college or university. Added to these joys are midwinter exploring excursions, visiting mines, Indian reservations, and studying the strange topography and odd fauna and flora of the southwestern deserts. The membership fee is \$50, including all expenses for the winter trip. In summer, for \$125, a boy can experience the charms of camp life at Camp Agassiz, the summer home of the headmaster, William W. Price. Here he can study animal and plant life, build lodges of poles and logs, boat, swim, climb peaks, etc. We can conceive of no more glorious summer for a boy than one spent under just such conditions. Mr. Price is a graduate of Stanford University. As the corps of instructors at Agassiz Hall is large, each boy receives what is practically private tutoring.

Mr. Earl Barnes is giving a course of lectures at the Philadelphia Girls' Normal School on child study. He has taken his permanent residence in the

city, and Philadelphia may congratulate herself on having two such men as Barnes and Griggs. Mr. Barnes' subject is, "The Moral Development of Children," with the following sub-topics:

"The Growth of Personality," Selfishness vs. Altruism; "The Growth of Intellectual Accuracy," Truth vs. Lies; "The Growth of the Property Sense," Security vs. Stealing; "The Growth of Humane Feeling," Sympathy vs. Cruelty; "The Growth of a Sense of Law," Regularity vs. Lawlessness; "Training of the Moral Nature," Rewards vs. Punishments.

"KINDERGARTEN MAGAZINE CO., will you kindly send me a list of your publications, and anything that might stimulate an interest among parents. There is absolute ignorance in regard to the work in this community. I have not given any attention to kindergarten work for six years, but this winter have taken up the work again so wish to come in touch with other workers. I have my old magazines from the first little one in the red cover, *The Kindergarten*, May 1888, and five years of the KINDERGARTEN MAGAZINE. I find them so full of excellent matter; in fact I appreciate them more than I did when I first read them."—Mrs. E. T. C.

THE encouraging news comes from Columbia, S. C., that the efforts for furthering the establishment of kindergartners are more and more appreciated. The cotton factories of that city are finding them to be a necessity, and for the first time will have them open during the winter as well as thru the vacation time.

MISS S. LOUISE PATTESON, who contributes the article on Pestalozzi to this number of the KINDERGARTEN MAGAZINE, writes with great sincerity: "Pestalozzi is like a living personality to me. Surely Pestalozzi is becoming more and more recognized as a vital force in this time and country."

THE editors of the KINDERGARTEN MAGAZINE regret that items of interest have been crowded out of the past few numbers, owing to the extensive space given to the training school matter, the permanent value of which they hope will compensate the reader for the lack of local reports.

THE officers of the Toronto Froebel Society for the ensuing year are: Honorable president, Miss L. Currie; president, Miss H. Heakes; recording secretary, Miss M. Yellowlees; corresponding secretary, Miss A. Hylie; treasurer, Miss E. Readman; librarian, Miss E. Warner.

THE Berlin Free Kindergarten Association is conducting a course of study for young mothers. There are thirty in the present class who are eager and delighted with the handwork and the kindergarten resources.

The Philistine has sketched the story of both Pestalozzi and Froebel in recent numbers, the editor refraining from both sarcasm and caricature in each case. This is a sign of the times.

MADAM KRAUS-BOELTE writes: "The idea of quotations instead of pictures on your first page is very attractive and full of dignity."

FROM THE BOOKSHELF.

OUR ACCURSED SPELLING. What to do with it. Edited and published by E. O. Vaile. We regard this small, green-covered booklet, with its startling title, quoted from Bulwer-Lytton, as one of the most important of recent publications, and we hope that it may be sown broadcast over the country, and find a place upon every center table, where he who calls may read. Mr. Vaile has brought together the addresses of the most eminent philologists wherein are given cogent reasons why English spelling should be modified to accord with phonetics and common sense. We can conceive of no one who can read even one of these convincing speeches without becoming a convert to the reform. In them facts are given to meet the various arguments of all opposed to any such change, and the approval of all in favor thereof. The claims of the school-child are considered; also those of the school-teacher; the eager but discouraged foreigner; the business man; the taxpayer who opposes the introduction of new subjects of study because of lack of funds; the critic who does likewise because of lack of time (it takes the American child three years to learn what the German does in one, and \$15,000,000 are squandered annually in mere spelling lessons); the patriot who desires his country to stand in the van of those that make for real progress (America, in the matter of spelling reform is behind France, Germany, Italy and Spain); and the man who believes in expansion thru commerce, and he who advocates expansion thru ideas. We quote here from Prof. Jacob Grimm, the noted German philologist:

English may be considered the language of the world out of Europe, and this idiom . . . has attained an incomparable degree of fluency, and appears destined by nature, more than any other that exists, to become the world's language. Did not a whimsical, antiquated orthography stand in the way, the universality of this language would be still more evident, and we other Europeans may consider ourselves fortunate that the English nation has not made this discovery.

The account of the origin and history of our irrational spelling annihilates at once the *etymological* and *historic spelling* fallacies. The addresses are unanimous in their conclusions, and being varied both in style and line of argument are really most interesting reading. They will form valuable collateral study in connection with English literature or English history. In addition to the heavier reading there is a quaint, but convincing, "Orthographic Dialog" between father and son, that exhibits the absurdities and inconsistency of our present spelling in a telling way. Several rhymes serve the same purpose. A chapter on the modifications in spelling proposed by the American Philological Association is given, besides a bibliography on the subject of spelling reform. Among the writers of the different articles are Max Müller, Wm. D. Whitney, S. S. Haldeman, Francis L. March, W. T. Harris, Hon. Joseph Medill, T. R. Lounsbury, and E. O. Vaile. Oak Park, Ill.: E. O. Vaile, publisher. Price, paper 25 cents, cloth 35 cents.

A NOAH'S ARK GEOGRAPHY. By Mabel Dearmer. This is an original little story, telling how a small boy, Kit, becomes small enough to climb to the top of the schoolroom globe, and in company with his Noah's Ark Bear, the

black doll Jum Jum, and the Cockyolly Bird, to take a trip around the world. They meet with remarkable adventures and people in the Arctic regions, Japan, and other fascinating places, traveling with unusual speed and by unusual methods. Children taking their first steps in geography will enjoy the book, tho the Cockyolly Bird is probably more familiar to the English ornithologist (?) than to American bird lovers. In his frequent quarrels with Jum Jum and the Bear the small reader may possibly see himself as in a mirror. Between certain lines can be read a gentle sarcasm aimed at bookish methods of teaching what should be made a most delightful study. The illustrations are in poster style, well drawn, and in strong, flat washes of pure color. Stiff as is the Cockyolly Bird, because, after all, he is only a penny toy with painted wings, the clever author, who is also artist, has invested him with life that is felt thru all his woodenness, and the same is true of the other travelers. New York: Macmillan Co. Price, \$1.25.

THE SUNBONNET BABIES. Verses and pictures by Bertha L. Corbett.

The Sunbonnet Babies lived, you know,
In this little ink-bottle round and low,
And I helped them out
With the aid of a pen—
So you might see all thru the book,
The things they did, and the way they look.

This is the introduction to the Babies, who are certainly the most winsome of children whatever they may be doing, whether it be making fresh mud pies, planting the garden, running from the fizzing firecracker, or gazing awe-struck at the fiery pumpkin-head. We are given no glimpse of the heads within the bonnets, but can guess how lovable they must be from the suggestions afforded by expressive hands and feet and flying skirts. The thirty pictures are in simple outline, and are excellent as studies, showing how much character can be expressed by a few lines put just in the telling place. The couplets fit the pictures admirably. A delicate humor, a happy sympathy in childhood joys, and a pen responsive to an observing eye combine to form a book charming to all ages. Minneapolis: Bertha L. Corbett, publisher. Price, \$1.00.

TO GIRLS. By Heloise Edwina Hersey. A budget of letters, some addressed to a college girl, others to one who must forego college but is given the opportunities afforded by boarding-school. The topics treated are by no means new to us of an earlier generation, but the style is entertaining, wholesome, and stimulating. Under the general heads of "About Education," "About Social Relations," and "About Personal Conduct," the girl in and out of college will find suggestions that will happily remind her of the responsibilities entailed by her privileges. Boston: Small, Maynard & Co. Price, \$1.

KIDS OF MANY COLORS. Delightful verses by Grace Duffie Boylan, giving clever, merry, and poetic glimpses into the childlife of many nations. It is a book sure to please children of all ages, and not to entertain only, but to instruct in the happiest fashion. The highly-colored illustrations detract from rather than add to the charm of the book, altho some of the pictures are sweet, spirited, and mirthful in a not unpleasing way. Chicago: Jamieson-Higgins Co. Price, \$1.50.

Life of Baroness von Bülow

"IN the United States," says our Eminent Commissioner of Education,* "should be found the largest number of people to recognize and rejoice over the devoted labors which have given to the public this piece of biography, furnishing a commentary on Fröbel's thoughts and aspirations written by his most intelligent friend and patroness." Shall we not all unite with Dr. Harris in returning thanks to the Baroness von Bülow-Wendhausen, to whom we are indebted for this valuable and instructive memorial?

SUSAN E. BLOW.

*Introduction to the memoirs of Baroness von Marenholtz Bülow, by Hon. William T. Harris.

2 vols., 8vo.

Cloth, gilt top and sides

\$3.50 net

NEW YORK:

WILLIAM BEVERLEY HARISON

Books for Kindergartners

A Child's Garden of Verses.

By ROBERT LOUIS STEVENSON.

Illustrated by Miss Mars and Miss Squire.

THIS is the first edition of Stevenson's famous volume of children's verse, to be issued as a supplementary reader for the primary grades. It is lavishly illustrated, with ten of the full-page pictures in color (Just Ready).

The Sunbonnet Babies' Primer.

By EULALIE OSGOOD GROVER.

Illustrated by Bertha L. Corbett.

THIS primer is intended as the first school-book to be placed in the hands of children. The lessons are simple, sympathetic in spirit, and childlike. They are in the form of a continued story and many are dramatized. The illustrations are all in color and are by the originator of the famous "Sunbonnet Babies." This book will have the same attraction for children that the nursery picture-books have, and at the same time it will make their learning to read a genuine delight. (Just Ready.)

Child Stories from the Masters.

By MAUD MENEFFEE.

Cloth, 104 pages. For introduction, 30 cents.

Classic Myths.

By MARY CATHERINE JUDD.

Principal of the Lincoln School, Minneapolis.

Cloth, 208 pages. For introduction, 35 cents.

RAND, McNALLY & CO., Publishers
CHICAGO NEW YORK LONDON

Offer to Kindergartners

If you will send me the names and school addresses of 5 Kindergartners teaching in Private, Charitable, Mission, or Free Kindergartens of the United States and Canada, I will send you in return for your courtesy a copy of the

Kindergartners' Directory--Free

which I hope to publish soon. This offer will hold good only in the event of my securing sufficient returns to make my list a complete one.

Kindly distinguish supervisors (of Kindergartens), Directors, or Assistants by placing a large **S, D,** or **A** before the name as the position requires. Address,

C. L. ANDERSON,

703 Lucas Av., St. Louis, Mo.

P. S.—Do not send the names of Public School Kindergartners of Large Cities, they will not be placed to your credit; however, those teaching in the Public Schools of small towns will be accepted.

KINDERGARTEN MAGAZINE

Vol. XIV.—FEBRUARY, 1902.—No. 6.

TWENTIETH CENTURY SERIES.

HOW FROEBEL CAME TO HAMBURG, AS TOLD BY
ELIZABETH PEABODY IN A LETTER
DATED 1867.

HAMBURG, 1867.

To the Editor of the *Herald of Health*.*

DEAR SIR—. . . All the social attraction of Germany for me centered here, where Miss Noa was to be, and is, with her friend, Miss Marwedel, introducing the musical gymnastics of Dr. Lewis into the Paulsen Stift, where also Miss Marwedel is carrying out her plans of a professional industrial school for making girls into professional workers, until she shall be able to branch off and make it more complete and independent in another building. . . .

The Paulsen Stift owes its first planted seed to Madame Goldschmidt, the mother-in-law of Jenny Lind. She formed a woman's union to see especially to the children of the poor, and it was this lady who invited Froebel, one of Pestalozzi's assistants, who was at the time struggling to put into operation, in Thuringen, the principles he had started for the education of the human race in his book, which seems to be the reveries of a visionary, because it is so simply true and, therefore, wholly ideal. He came and immediately opened his school, and also had a normal school class of young ladies whom he instructed and inspired, to meet the want which he knew would presently be felt for laborers in this field. . . .

Before I tell you of my visit to the Paulsen Stift, I must tell you more of Mrs. Goldschmidt. She is a Jewish lady of wealth and excellent culture, now quite an old lady. She brought up six children with such marked success that people used to beg her to tell them her secret, which was, however, nothing but the open secret of a philosophic mind applying itself to accomplish the duties that came to hand and heart and head as a mother. It is

*Reprinted, with the editor's permission, from the *Herald of Health*, June, 1868.

only since 1849 that the Jews have been emancipated in Hamburg, and doubtless the social persecution which a cultivated Jewess was necessitated to suffer did much to deepen a naturally earnest mind and to cause it to inquire into the principles of things. She was living in the retirement caused by the death of her eldest daughter, a recent bride, and she consoled herself by writing a book in the form of a correspondence between a noble lady and a Jewess, which she published without her name, and which depicted the suffering that accrued from the absurd and wicked prejudice against the Jews. This book attracted the attention of a very admirable woman, the elder sister of Carl Schurz's wife, who lived in the country in great affluence, befriending all who were in trouble—the exiles and martyrs of liberty, the nobles as well as the humble poor. She wrote to a gentleman in Hamburg and begged him to find out the author of the letters, for she wished to know her and form a union with her for the destruction of this miserable prejudice. Thus the two ladies were brought together, and the consequence was that a society was formed, called the Union, of eight Christian and eight Jewish ladies, for the express purpose of "combating prejudices" by their social action, and the expression of their ideas in free conversation in all companies.

Whether this Union had any effect in producing the emancipation of the Jews in Hamburg I do not know; at any rate, when the emancipation took place, the eight Christian members of the Union took the lead in making the Christian ladies of Hamburg give a feast to the Jewish ladies, welcoming them to liberty and equal rights. Mrs. Goldschmidt showed me the badge worn on the occasion—a bow of white satin ribbon, on one of whose streamers were printed some verses, which expressed that in the great antiquity of nations there was one in which was born the hope of a union of all men under the majesty of one King, who should gather the nations into one; that this nation, in ages of sorrow and misfortune, had never lost the hope, and asked if it was not fulfilled by the spirit of love and freedom—if that was not really the Messiah at last uniting all faiths and hopes on a common equality of rights.

It was immediately after this festival that the "Union of eight Christian and eight Jewish ladies" proposed that they should do something effective to carry out their purpose of destroying prej-

udices, and Madame Goldschmidt then proposed that, as to do anything radical it was necessary to begin with the young, they should write to Froebel, who had published his little pamphlet on the "Education of the Human Race," and was striving against every difficulty to establish a kindergarten.

A certain Mrs. Paulsen was very active and much interested in the kindergarten institutions, and was very earnest to have both schools, the younger and the older, in one building, which should be erected with all proper conveniences and apparatus to carry out the plan which unfolded itself constantly. The good effects of the schools soon became evident, and the rich and liberal merchants of Hamburg assisted. But good Mrs. Paulsen did not live to see the great house. Her last words were the utterance of the wish that she could live to see it even begun. In respect and honor of her zeal the Union named the house Paulsen Stift. . . .

The moral effect of these schools when put into three or four years of a child's life is *incalculable*. Our impatient and ambitious parents would never be satisfied, I am afraid, with such a gentle training of their children, but Froebel thought it indispensable to the health of body and mind; no idleness, no neglect, but no hurry, no stimulus. Only by this deliberation could strong minds and bodies be formed. . . .

SCHOOL CHILD'S PATRIOTIC HYMN.

(To be sung to music of America.)

BERTHA JOHNSTON.

HIS country's loyal son
 Was patriot Washington,
 Brave, dauntless, pure.
 Franklin and Lincoln true,
 Served as wise statesmen do.
 Our thanks we give anew,
 To aye endure.

And for each faithful deed,
 Answering our childhood's need,
 Led from above!
 Barnard and Horace Mann,
 Parker too in the van,
 Serving as teachers can,
 Ever we'll love.

THE CHICAGO KINDERGARTEN CLUB DISCUSSES ART AND INDUSTRY BEYOND THE KINDER- GARTEN—MOTHERS' MEETINGS.

THE Chicago Kindergarten Club members congratulated themselves upon their December meeting. They came away with enlarged views and new inspirations concerning their mothers' clubs of the new year, and the possibility of "art and industry beyond the kindergarten" will certainly affect their future work with their children. The committee in charge of the program had secured Miss Jane Addams, Miss McDowell, Mrs. Bertha Hofer Hegner, and Miss Eleanor Smith as speakers. The meeting was held at Hull House, and its Labor Museum was visited, and served as text of one address; for a sub-topic of the day's subject was, "What can be done to give to older people the delight in productive work and the joy in life which we try to foster in little children?"

Miss Mate H. Topping was chairman, and introduced Miss Addams as the first speaker. In her direct way, which never misses fire, Miss Addams explained the origin and meaning of the Labor Museum, which is developing into an important part of the settlement's activities. She alluded, first, to that great waste entailed by certain inadequacies in our public school course of study. This is realized when we see the results after the children leave school, especially in congested foreign districts. In some cases the children of foreign parentage who have been out of school for five years have in that interval forgotten how to read or write, except, perhaps, from the "Reader" they already know by heart. This loss of what had once been learned at cost of the children's time and the city's funds is due in large part to the lack of correlation between the life of the school and the life of the child. Even the kindergarten fails in some respects to bridge this chasm.

On the other side, these same children, as they enter, when very young, the factory, shop, or office, soon adapt themselves to the requirements and ideals of their new environment, and drift away gradually from their ancestral traditions. They grow to look with indifference or disdain upon the primitive activities and modes of thought of father and mother, so that emigration means for the older people a terrible wrench from much that is most

near and dear. Thru the Labor Museum it is hoped to effect a rescue of some of the old crafts; to connect the past with the present, giving sequence and continuity to the industries symbolized by distaff and spindle; and by relating the mother's simple industry to that of the more complex ones of the outer world, to give her some ideas beyond those of her daily drudgery. The same means will serve to give the child a sense of the immense background upon which rest the industries of our complex modern life, and will inculcate a respect for the mother's skill with her primitive tools. Again, the child who has enjoyed housework, largely because of the activity involved, begins in time to outgrow this liking. But, thru the Labor Museum, the child may learn something of the past history of household activities, and if this knowledge gained at first-hand thru actual contact be correlated with her reading, she may secure in part the outlook of the cultivated mind, and gain a sense of social solidarity. At any rate, what she learns thus will really be a part of herself.

In this Labor Museum could be seen, during all the season of 1900-01, industrial processes in actual operation. Greek, Italian, and Syrian women were busy spinning and weaving in the primitive, and in each case the characteristic national fashion pursued by their ancestors and ours for three thousand years. The work made points of departure for thought and discussion along different lines of broadening interest all thru the season, including the development of machinery, history of strikes, etc.

MOTHERS' MEETINGS VERSUS WOMEN'S CLUBS.

Miss Mary McDowell, the head-resident of the University Settlement, and sunshine personified, followed Miss Addams. She declared her views concerning mothers' meetings, with suggestions that certainly claim the kindergartner's attention. She deprecated the sentimentality that characterizes so many of these gatherings, and thought that as motherhood is certainly not bigger than womanhood, so the idea of a woman's club is larger, more wholesome, more educational than a mothers' meeting in the narrow sense. A mother, she said, is not intelligent in her motherhood till she feels motherly toward the community. Then, speaking with special reference to her own neighbors, she said: "These women of the slums read the papers, they know that women meet in groups and clubs, and they long to be a part of this great whole

of Woman. As soon as possible, for the sake of their broader interests and deeper motherhood, the lesser clubs should federate with the state and national associations."

Miss McDowell stated in earnest words her conviction that the kindergartner also should be a mother to her community. One is not a good kindergartner unless she knows each child in its relation to its home, and so knows its beginnings. She concluded by proposing that the Chicago Kindergarten Club should mother the whole city, and should begin by visiting the different settlements. She straightway followed this up by a definite invitation to the University Settlement, where each would receive all the information about that part of town she could carry away.

ANOTHER VIEW.

Mrs. Bertha Hofer Hegner's experience had led her to a conclusion different from that reached by Miss McDowell. Her opinion was, that the mothers' meetings formed a kind of schooling for the woman's club, tho one could never take the place of the other. Like many other kindergartners, when she came face to face with her mothers she found that many of her preconceived ideas would not do. She learned that these first meetings must be personal ones, held in the mother's own home, which was the truest meeting ground, the foundation of those to come. A vivid word picture she gave of her successive social attempts. Five women responded to her first call, two Germans, a Pole, Italian and an American. Since neither knew the other's language, they had to resort to gesticulation, which was not conducive to great sociability, despite the unifying qualities of coffee. It was finally found necessary to separate the women into two groups for one evening. Thinking that if they brought a little something with them to keep their fingers busy that they would feel more at home, it was suggested that they bring their work with them next time. When next they came they did indeed bring their work with them—the work of the sweat-shop, pants to be finished, etc., and their seven and eight-year-old little girls came, too, to sew on buttons and take out bastings. With eyes glued to their work they sat all the afternoon, never stopping either for word or look upward.

But music hath charms for even the most care-burdened toiler, and music it was that induced these wearied women to put down

their work for a march and a dance, and beautiful dancers they proved to be.

The Italian women were anxious to have their husbands come, and on Sunday nights the whole family would gather to see the stereopticon views or listen to the music, the Italians preferring any instrument to the piano. They enjoyed especially the singing of their own children.

The Germans came on Fridays, at first every two weeks, then once a week. They would come after a hard day's work of scrubbing or washing, so weary and stolid that it would sometimes be twenty minutes or more before they could be aroused. Much the same order of exercise was followed with them as on the morning circle with the children; stories, games, and general exchange of talk formed the program, the Italians grouped at one end the Germans at the other. Their ingenuous admissions of how late their little ones stayed up at night, or how much coffee or beer they took before coming to kindergarten, gave opportunity for the leader to tell just how dull and sleepy the children were as a consequence on the morning circle, and many a hygienic lesson was thus informally given when once their respect and confidence was secured.

It was pathetic to learn how few of the women had ever heard songs or stories in childhood. One evening, when asked if they could recall some verse to recite, one woman did remember that she knew the Lord's Prayer and she repeated it in Polish; another then said it in Italian, and again it was repeated in German. Finally, all learned to say it together in English. They made scrapbooks, baskets, etc., but so tired were they that they did not care to do much in the industrial line. It was too much like work, and they wished to be amused.

In many respects they were exceedingly childlike, given much to quarreling over trifles. But given an opportunity to grow and develop the innate womanliness of their nature, these same women have in some particulars outgrown the mother's meeting, and have graduated into the Woman's Club, for which, however, the mothers' meetings were indispensable preparation. The German and English divisions have now merged into one.

Mrs. Hegner closed by relating two incidents that witnessed to the beautiful spirit developed in time thru this coming together in the name of the higher things of life.

There were two women, sisters-in-law, who were always quarreling. One was quite wealthy in comparison to her poorer sister, who was continually grieving because "Jane never held the baby" or in any way noticed it. But a Christmas season came and the mothers were told the story of the little Christ-child who, cold and naked, wandered through the city's streets on Christmas-eve, rejected by the homes of wealth and jollity, till he was taken into the warmth and light of the tiny, poor room with its one candle and sprig of evergreen, by the poor but tender-hearted mother, there seated with her two babes. The beautiful story was ended, when suddenly Jane arose and, hurriedly crossing the room, said, "Give me your baby, Mary," and thereafter peace and good-will ever united the two.

On another occasion there was a dear little old lady of eighty who was a kind of adopted "Grossmutter" to the entire community. A much-treasured shawl was stolen from her meager wardrobe, and the club decided to make her a Christmas gift of a new one, and proud and happy was the delegation sent to select one. Then one member was chosen to present the gift. She did so by folding the shawl into a triangle and leaving it upon the old lady's shoulders as she took her in her arms. Surprised and deeply touched, the Grossmutter, utterly oblivious of her surroundings, fell upon her knees amidst the little group and thanked God for the good friends who had come to her in her need. The beautiful feeling awakened that Christmastide did not subside, but every week the poor but generous neighbors would take in to their old friend Brot and Kuchen and other necessities.

These two incidents came as a closing benediction to the intent audience, and the joy of the season was further expressed by the happy hymns, delightfully sung by neighborhood children under direction of Miss Smith.

Then all adjourned to accept of Hull House' hospitality, in the form of afternoon tea, in the always attractive coffee-room.

BUT let it ever be remembered that mothers are the natural guardians of education. In every stage of the process, from the baby to the young man or woman who is sufficiently mature to take the direction of his or her own education, the mother should be capable of judging and overseeing the teachers of her children.—*Mrs. Horace Mann.*

AN ABLE CRITICISM ON STANLEY HALL'S "SCHOOL OF THE FUTURE."

GEORGE P. BROWN has given in the November *School and Home Education* a cool and masterly digest of Dr. Hall's address before the last National Educational Association meeting, and has expressed his convictions on the matters contained therein as follows:

Dr. G. Stanley Hall's address before the National Council of Education at Detroit is a contribution of great value to educational thought. A comprehensive extract from it, which omits nothing essential to a proper understanding of his conception of what are the essentials of the ideal school, both in theory and practice, was published in the October number of this magazine. This ideal is like the school that now is only in general appearance. It differs widely in spirit and in method. The tone of the address is attractive in that it speaks as one having authority and not as the scribes. His reverence for what is vanishes before his firm conviction of what ought to be.

Dr. Hall has been for years a devoted student of education, and has maintained a hostile attitude to prevalent educational theories and methods. He has condemned what exists without giving any clear statement of what ought to be. During this time he has been gathering material from which to formulate a new educational doctrine. He has now made a clear statement of such doctrine which is soon to be supplemented by a book containing the details of the method by which the ideal school may be realized.

The realization of such a school at this time would be possible only by a revolution in the schools as they are. It can be attained eventually, if attainable, only by the slow process of evolution. The first requisite is a teaching class educated far beyond the present attainments of those who now follow that vocation.

But whether or not Dr. Hall's ideal school will be the actual school of the future there is much in his description of it that is worthy of the serious study of every teacher. What he says of the characteristics of the different stages of the child's growth is of immense importance, if true, and suggestive of lines of observation and study of children, even if his conclusions shall be found eventually not to agree in all respects with the facts.

His criticism on the present kindergarten practice is pronounced. The kindergarten period is from four to six or seven years of age. Froebel is acknowledged to be the greatest of modern educational philosophers, but his method of applying his philosophy needs to be reconstructed. The child has no power

to interpret symbols and should be "shielded from all suspicion of the symbolic sense" of anything. Whether in play or work he should view everything as reality. This will call for a large increase in the games and occupations at the expense of the Mother Plays, which latter should be largely eliminated and what are used should be reconstructed. It would seem that altho Froebel was the greatest of modern educational philosophers, he was a poor psychologist.

Dr. Hall is a thoroughgoing evolutionist, and sees in the child's mental growth a movement corresponding to the evolution of mind in the race. Prehistoric man knew nothing of symbols and saw all things as realities. It was but yesterday that the highly developed Egyptian people awoke to the consciousness of symbolism in nature and art. The child, before the age of six or seven, has not yet attained to the mental stature of the people of ancient Egypt. Let his mental evolution be arrested at that age and symbolic art would remain unknown to him.

If we eliminate symbolism from the modern kindergarten what is left would suggest the play of Hamlet without the prince of Denmark. He would have the kindergarten a reproduction of the home which is presided over by an intelligent mother, in which the children deal with realities and not with symbols.

From six to eight, according to Dr. Hall, is a transition period from infancy to boyhood and girlhood. The brain grows rapidly in size and weight and little should be required of the child. There should be nothing of that continuous effort which causes fatigue or strain.

Most interesting of all Dr. Hall's conclusions are those concerning the child from eight to twelve or thirteen. These four or five years appear to represent a long period in the history of the evolution of the prehistoric race, during which man's adjustment to his environment was so satisfactory that he was not impelled to move forward toward a higher order of life. It was the boy period of evolution in which there was great activity of body and mind within the limited range peculiar to a boy's thinking. It is the period for the acquisition of facts and for skill and accuracy in making use of the knowledge acquired. The power to reason, it is asserted, is feeble; it is remembered sequence rather than discovered cause that enables him to adjust his life to his environment. His method of acquiring knowledge is by observation of what is, and the discovery and remembrance of how things work together toward ends, rather than the method of explanation by which the causes of what is observed are sought. In short, the child has yet not reached the scientific stage of knowledge, commonly called "the age of reason."

The conclusion is that this period should be devoted to "drill, habituation, and mechanism." The growth of the body is arrested, while the physical vitality, energy, and endurance is increased.

This is the period for memorizing, which activity Dr. Alexander Bain declares to be the most exhausting of all mental exercises. Before eight the child should learn by stories, conversations, observations of nature, and play. From eight to thirteen he should be subject to rigid and persistent discipline in the mastery of the facts of knowledge and in acquiring habits of obedience to orders. He is not to stop to reason why. The way is marked out for him by his instructors and he must walk therein without question as to its reasonableness. Appeals to reason come in the next stage of his evolution. But while in the boy stage his will must be subject to laws imposed by a higher order of beings, to whose stature he has not yet attained.

It would seem, therefore, that the intellectual education of the child to the age of fourteen is to be limited to the learning of the *what* and *how* of things, with but slight reference to the *why*, and that unquestioned obedience to the will of his superiors is to mark the limit of the education of the moral sense. The sense of *ought* other than obligation to obey the orders of superior knowledge, which the typical boy does not always acknowledge to be superior, is supposed to be yet unborn. In practice it would be the rule of authority which may be enforced by pains and penalties if need be. Learning "by heart" and by hand as authority dictates seems to be the process of educating children before the adolescent period begins.

We have here an application of the theory of evolution to the process of elementary education that suggests a return to the practice of former times, when "licking and learning" were coadjutors in the training of children.

Suppose that it be true that the race in prehistoric times halted for many generations in this boy period of its evolution before reason and moral sense were born, does the culture epoch theory assume that four years of every child's life must be devoted to traversing that period before the doors of a higher order of life can be opened to him? Dr. Hall speaks with authority and from a fullness of experience and observation which few can claim for themselves. But notwithstanding his long experience and study, teachers and parents will question the truth of his conclusions. Whatever may have been the limitations of the human race in the epoch referred to, have not the tendencies and powers which the children of the present have inherited from a very long line of ancestors in historic times enabled them to enter in some measure that high order of life unknown to their forebears of prehistoric times? Do we know enough of the process of evolution to speak with authority upon this matter? A majority of the children leave school years before the beginning of adolescence. Are the doors of the higher order of life to be closed to them so far as the school is concerned? We do not believe it.

THE FIRST JOURNALIST-FRIEND OF THE KINDERGARTEN IN AMERICA,—DR. M. L. HOLBROOK.

BERTHA JOHNSTON.

THAT cause is fortunate which can enlist in its service the far-reaching good word of a discerning journalist. Truly the pen is mightier than the sword; and the press multiplies that power a thousand-fold.

One of the earliest American journalists to thus aid in extending the knowledge of the kindergarten idea was Dr. M. L. Holbrook, editor for many years of the *Herald of Health and Journal of Physical Culture*, whose name is perhaps more familiar to parents of a generation ago than to kindergartners of today. It sowed seed that resulted in fine specimens of men and women grown according to wise suggestions found in this monthly visitor to intelligent homes.

Dr. Holbrook has kindly placed at our disposal, temporarily, two volumes of the journal for 1868-69. Referring to Miss Peabody's first letter in Barnard's "Child-Culture Papers," we find this statement with appended note:

The first publication in America, except some letters of Mr. John Kraus in the *Army and Navy Gazette* and other newspapers, and my own letters in the New York *Herald* of 1867-68,* was the "Plea for Froebel's Kindergarten as the Primary Art School" appended to the "Artisan and Artist Identified"—an American republication of Cardinal Wiseman's lecture on "The Relations of the Arts of Design and the Arts of Production," Boston, 1869; the next was the article on "Kindergarten Culture" in the Report of the Bureau of Education for 1870. I also republished, revised in 1869, the "Moral Culture of Infancy and Kindergarten Guide." . . .

In 1873 I began to edit the *Kindergarten Messenger*.

This it will be seen entirely overlooks the interesting series of articles which it has been such a genuine surprise and pleasure to follow thru the successive numbers of the *Herald of Health* for 1868-69, articles written by those pioneers whose names are household words to all kindergartners. Elizabeth Peabody herself, Mrs. Horace Mann, Baroness Marenholtz-Bülow, Mme. Kriege, and

*Earlier than either was a pamphlet issue of an article in the *American Journal of Education* for September, 1856.

Miss Marwedel, all were contributors to this progressive magazine which opened its pages to the kindergartner as one of the agents making for better methods of rearing children and training for all-round, well-balanced human beings.

In one of the editorial columns Dr. Holbrook calls the attention of mothers, and those in any way interested in the cause of education, to the proposed kindergarten and training school of Mme. Kriege and her daughter, at which evening classes were to be held, but as New York was not then ready for the new venture Mme. Kriege finally went to Boston, where the plan was carried into execution. Miss Peabody's letter relative to this plan is most interesting.

Another valuable contribution is a long letter from Miss Peabody giving a minute description of the kindergartens of Hamburg, which she had visited. A detailed picture is given of the day's work and play in Frau Froebel's kindergarten and at the Paulsen Stift, with a narration of the events leading up to the call of Froebel to Hamburg, a bit of history most interesting and beautiful, of which the reader will find a reprint on page 323 in this number of the KINDERGARTEN MAGAZINE.

Other articles from other writers on topics hygienic, ethical and educational are written by Henry Ward Beecher, O. B. Frothingham, Washington Gladden, Horace Greeley, Mrs. Elizabeth Oakes Smith, Grace Greenwood, and others.

Dr. Holbrook was born in Mantua, Ohio, in 1831; his father a farmer of enterprise and character, his mother a woman of mingled firmness and gentleness. He learned to do all kinds of farm work, including the cultivation of flowers, planting of trees, and care of animals. Thru an illness in his early twenties his attention was first called to the subject of medicine and hygiene, which ever after interested him. He studied medicine and agriculture, and was for a time editor of the *Ohio Farmer*.

He seems to have been very early brought into contact with live minds as well as life in nature, and to have been a living soul himself from the beginning. He studied in Boston at the normal training school for physical culture, founded there by Dio Lewis, the first of the kind in this country. Physical culture in schools was unknown up to that time. Dr. Holbrook was himself instrumental later in introducing gymnastics into different schools, public and private, but he considers his life work to have been

expressed thru his books and his journal. While in Boston he visited Elizabeth Peabody's kindergarten and later came to know her very well.

He became assistant to Dr. Lewis in the preparation of his books, and later we find him, with two others of his student friends, becoming interested in Dr. Hall's Hydropathic Institute in New York city. This was founded in 1850, its prime idea being the cure of the sick by hygiene and right living with little or no recourse to drugs. This was certainly an innovation in that day. Dr. Hall was also editor of the *Water Cure Journal*. In 1864 Dr. Holbrook, with his friends Drs. Miller and Wood, became proprietor of both institution and journal, adding to the first named electricity and other health-giving agencies as fast as they could be efficiently introduced, and changing its name to the Hygienic Institute.

This institute in Laight street was the headquarters of liberal people of all sorts; those interested in women's rights, temperance, and every other possible reform, congregated here. Thru the *Herald of Health* the place became known thruout the world, and the coming together of people having strong convictions upon various important subjects naturally enriched the editor's life and thru him the journal for which he finally became sole sponsor. He was manager and associate editor, with Dr. Hall, from 1864 to June, 1866, when he became editor-in-chief. In 1876 he became owner both of the institute and the paper, and continued the former till 1887, covering a period of twenty-four years, from 1864-87. The journal he edited from 1864-98. It was under his editorship that the articles on child rearing were introduced. This was truly a herald of health physical, mental, and moral, to the reader in general and mothers in particular, the world over. The editor had at that time the entire field to himself, and tho often dubbed a theorist by other journals, he held on in his way and has lived to see much that he then advocated against the odds of public opinion holding now an established place in the accepted thought of today.

We cannot be surprised that a man with a mind receptive to all that related to the highest well-being and growing perfection of mankind should early be inclined toward a plan of education beginning with and promising a natural, normal, and all-sided development for the youngest child.

He had, moreover, a little child of his own to be his inspiration. Whether his interest in new modes of education was in any way accentuated by recollections of his own first day at school we cannot say, but recall hearing him tell one evening how as a little fellow he went to school, and was set to learn the multiplication table, and in his childish ignorance he learned it just as it read on the page of Colburn's Mental Arithmetic:

2 times 1 are how many?

2 times 2 are how many?

Accordingly the tiny boy recites in declarative form:

2 times 1 are howmany.

2 times 2 are howmany.

2 times 3 are howmany, etc.

The teacher stopped him midway in his career thru the two's table and told him to "get it over," but did not tell him how that should be done. It was after his father had given him a book in which "2 times 2 are 4" that he began to learn rapidly.

Gentle in manner, slow in speech, genial in spirit, he is a charming companion, whether in the family circle, on a jaunt thru the woods, or in or upon the water. Nature is an old and tried friend of his.

Versatile in tastes and abilities he might have achieved success in either of several fields, with perhaps especial fitness for the detailed observation and study, love of truth and accuracy required of the genuine scientist. Biology always attracted him, and the wonderful secrets of nature revealed by the microscope were always a source of delight and inspiration. His contributions to the world of books number no less than a dozen, including "Stirpiculture," "How to Strengthen the Memory," "Marriage and Parentage," and also translations from the German.

It was many years ago that he translated into English Bertha Meyer's "Wiege zur Schule." Under the title of the "Art of Family Government" it reached many inquiring parents with its valuable answers to perplexing questions.

His wife, Lucy Lee Holbrook, was a sweet and gentle woman, who was much interested in art, and was an accomplished painter in oils. She was a member of Sorosis, the pioneer of women's clubs.

The mind that was open to the possible message of the kindergarten in its infant days continues to be open to truth where-

ever manifested, his spirit belonging to the organic rather than the crystalline order of intelligence.

Of late years philosophical studies and those relating to psychic phenomena have engaged his thought and time, and he keeps abreast of the most advanced discoveries of the period.

He is truly one of those who "listen to stars and birds, to babes and sages with open heart." May he long continue to hear them speak and interpret their message to other minds.

MOTHERS' meetings are an important adjunct to a school. They may be very useful and even enthusiastic. In Utica the kindergarten teachers hold mothers' meetings in different parts of the city every month, and four times a year bring them together in a general meeting, and once a year the fathers come with the mothers. There are few greater attractions in the city than these meetings of the parents of children in the kindergarten. Even uncles and aunts sometimes persist in stealing in.—*Exchange*.

THE MERRY-GO-ROUND

HURRAH! Hurrah! for the merry-go-round,
Where gayly the children whirl over the ground,

There are galloping goats, there are ponies that prance,
There are dogs running races, and donkeys that dance.

There are sleighs drawn by swans, there are chariots of gold,
With dashing young drivers so gallant and bold.

There's a long-necked giraffe, and a zebra that jumps,
And a camel that has two bee-you-ti-ful humps.

There's a lion that ambles without any roar,
And a dragon that never was harnessed before.

But all these fierce creatures are gentle and good,
And exceedingly safe, as they're made out of wood.

So let us hurrah for the merry-go-round,
While gayly the children whirl over the ground.

—*From Youths' Companion*.

THE SOWER.

I saw a Sower walking slow
Across the earth from east to west;
His hair was white as mountain snow,
His head drooped forward on his breast.

With shriveled hands he flung his seed,
Nor ever turned to look behind;
Of sight or sound he took no heed;
It seemed he was both deaf and blind.

His dim face showed no soul beneath,
Yet in my heart I felt a stir,
As if I looked upon a sheath,
That once had held Excalibur.

I heard as still the seed he cast,
How, crooning to himself, he sung,
"I sow again the holy Past,
The happy days when I was young.

Then all was wheat without a tare,
Then all was righteous, fair and true;
And I am he whose thoughtful care
Shall plant the old world in the new.

The fruitful germs I scatter free,
With busy hand, while all men sleep;
In Europe now, from sea to sea,
The nation's blessing as they reap."

Then I looked back along his path,
And heard the clash of steel on steel,
Where man faced man, in deadly wrath,
While clanged the Tocsin's hurrying heel.

The sky with burning towns flared red,
Nearer the noise of fighting rolled,
And brother's blood, by brothers shed,
Crept curdling over pavements cold.

Then marked I how each germ of truth,
Which thru the dotard's fingers ran,
Was mated with a dragon's tooth,
Whence there sprang up an armored man.

I shouted, but he could not hear;
Made signs, but these he could not see;
And still, without a doubt or fear,
Broadcast he scattered anarchy.

Long to my straining ear the blast,
Brought faintly back the words he sung:
"I sow again the holy Past,
The happy days when I was young."

—James Russell Lowell.

THE essence of tyranny lies not in the strength of the strong, but in the weakness of the weak. Even in the free air of America there are still millions who are not free—millions who can never be free under any government or under any laws, so long as they remain what they are.

The remedy for oppression, then, is to bring in men who cannot be oppressed. This is the remedy our fathers sought; we shall find no other. The problem of life is not to make life easier, but to make men stronger, so that no problem shall be beyond their solution. It will be a sad day for the Republic when life is easy for ignorance, indolence, and apathy. The social order of the present we cannot change much if we would. The real work of each generation is to mould the social order of the future. The grown-up men and women of today are, in a sense, past saving. The best work of the Republic is to save the children.

DAVID STARR JORDAN.

FORTY YEARS A KINDERGARTNER.*

ADELE VON PORTUGALL, NAPLES.

REMINISCENCE. PART II.

WITH the increase of classes and the addition to the number of pupils connected with it, the work also increased while our strength for it began to diminish. Symptoms of illness in my friend rendered me especially anxious, and I began to have serious apprehensions. The necessity of giving up the school rose before my mind like a threatening specter, and unhappily grew from year to year, till an unexpected circumstance gave them a more positive form and an entirely new turn to our lives. The conviction that our strength was insufficient for the continuance of our work caused us to accept a proposal which was made to us in the year 1873 by friends in Mühlhausen, Alsace. It was a question of undertaking a private kindergarten there and organizing a private course of lessons for young girls. It was no easy step and we parted from the work we had created with heavy hearts. The High School for Girls was broken up and we consigned the kindergarten and well-frequented elementary school to the direction of Mdle. Cornaz.

Thus the first act of my educational career was concluded. It was in a certain way a farewell to many cherished hopes, and it was not with the same courage that I began the second, altho I owe much to it also.

When my resolution to leave Geneva became known a storm arose in various circles. The parents begged us to remain, and offered to collect the funds for appointing more teachers and thus lightening our labors. The Government made inquiries as to whether we had entered on any binding engagement and whether we could not still withdraw from it. People who had never troubled themselves about us or our school were suddenly aware of our existence, and the Educational Department even condescended to arrange for a series of lectures on Pestalozzi and Froebel which I was to give to all the teachers. It was as if they had suddenly understood that we really had accomplished something which was worthy of their attention. Indeed, as soon as we had left Geneva

*Written for the KINDERGARTEN MAGAZINE by Madam von Portugall, in the English language, at seventy-three years of age. (Continued from the January number.)

and had begun our work at Mühlhausen, which was also not devoid of interest, I was asked by the Educational Department whether I could not be persuaded to return to Geneva. To this I replied in the affirmative, and soon after they began to negotiate. I hardly dared to show how much I longed for Geneva, for the old connections and the beautiful nature there. But it was only after two and one-half years that this longing was to be satisfied, for the matter took all that time to arrange. At last the news came that the position of inspectress of the infant schools would be offered to me, and I was to enter on my duties in the autumn of 1875. In the meantime we had gained friends in Mühlhausen and taught many dear children, some of whom still regard me today as their second mother. Our work at Mühlhausen was concluded at the beginning of the summer holidays. We went to Geneva and Lausanne, where my friend had her family, and I traveled further to England, where I had been invited to act as examiner in the first examination of kindergarten teachers. At the end of September I returned to Geneva, where I was heartily welcomed by our old friends. Then began a most interesting but also strenuous life, for I found about thirty infant schools conducted on the old traditional principles. They were much frequented; the children were from the ages of two and one-half to six years; reading, writing, singing and the catechism were the chief branches of instruction. All games and gymnastic exercises were accompanied by the *elaquolr*, This monotonous, penetrating sound was only now and then interrupted by the still more penetrating voice of the severe-looking teacher. The rooms, for the most part insufficient as to space, were disorderly and dirty. In many there was a dark corner; this was the place of punishment in which many poor little sinners passed the greater part of the day. They were dragged there in anger and then not unfrequently forgotten. The teachers, especially those in the suburbs, were almost all quite uneducated persons of the lower classes; only a few came from our school, but they had been obliged to submit to the established method. Half of the room was taken up by a platform on which the children sat on uncomfortable chairs, or benches without backs. Their little hands were pressed close to their sides and they gazed sadly before them. In honor of visitors some show-lessons were gone thru which the children repeated without a mistake, but which never animated the expression of their little faces. The

reading lessons were given with the aid of pictures, cardboards with printed alphabets. These were hung up on wooden poles, the little children of two-and-one-half years stood round, and one of their older schoolfellows acted as teacher. This method of instruction is not yet quite banished from the nursery, and is, I believe, known to most of my contemporaries, so that I need not add any further explanations. It has long been denounced by all pedagogs of the new school as harmful and stupefying in its effect on the children by over-exerting their minds too early.

When I began my work of regeneration with my first round, and saw the poor children, some naughty, some in punishment, some apathetic, my heart bled for them and I felt half frightened at the magnitude of the task. On the other hand, my zeal was enkindled by the thought of preparing a happier childhood for many hundreds of children, and of changing the hours in which they now languished under unnatural restraint to hours of joy and blessing. And in this I was successful. Whoever now visits the infant schools in Geneva and its neighborhood will be unable to form a picture of their condition then, or of the work which was necessary in order to arrive at the result obtained. Almost every village in the Canton has now its kindergarten, the buildings are almost all sufficiently spacious, healthy, and even beautiful, especially those of the town itself. The teachers have all received a training which enables them to derive benefit from the courses for review held annually, and from the visits of the inspectress, for the guidance of the children. Many are still my old pupils, whom in the eight years in which I held my office I instructed and trained.

My work, so visibly crowned by success, was dear to me, and I count these eight years among the happiest of my life. My friend, too, who took the most lively interest in all I did, had created for herself a congenial sphere of work. She had opened courses of lessons for girls from twelve to sixteen years, which were much frequented and in which, owing to her rich stores of knowledge, she met with full recognition and appreciation. We were so happy that we never thought of making a change in our lives. But unhappily it was again a question of health which forced us to it. It must have been by taking cold that my friend was attacked by bronchial inflammation, which rendered her so susceptible that her life was endangered by the severe winter of

Geneva. The doctors advised a residence in the South, and however sad the thought of resigning the task of our lives was to us, it was necessary to be strong and to act. At this critical moment Madame Salis Schwabe, the foundress of the schools at Naples, came to us for a few days. She had just received a letter from Fraülein Petermann, the directress of the Froebel course in her institute, in which the latter for the fourth time tendered her resignation. On this letter Frau Schwabe had come to us to offer the vacant post to me for the second time. As this offer coincided with the verdict of the doctor respecting my friend, I accepted it. The Educational Department granted me a year's leave, during which one of my pupils took my place, and we removed to Naples. Frau Schwabe, by her tender friendship and inexhaustible kindness, helped us over the sad part of this step; we did not seem to be going to a strange place, we knew that we should be sustained by her love in Naples. Yet if I had known then how circumstances would turn out I should never have had the courage to take this step. My entire career here at Naples has been paralyzed by persons who should have worked together with me. In the unity and blending together of our principles we should have mutually aided and strengthened each other, *united* we should have been able to attain the highest goal in our educational labors. Instead of this my strength has been exhausted in a battle with incessant opposition. Every innovation I proposed or introduced has either never been adopted at all, or if approved in a perfunctory manner was abolished again in the space of a year, even when it had produced good results.

My hopes of improvement in the state of my friend's health also proved deceptive, and her condition was no better after the lapse of the year granted. A return to Geneva being impossible, I asked for an extension of my leave for another year; it was granted and my post reserved for me. A few months later the heroic sufferer expired, who up to the last had always kept up my hopes of her recovery. I stood now alone, and the thought of returning to my solitary life at Geneva seemed impossible to me, and a second fatal step followed the first. I sent in my resignation to Geneva and remained in Naples. And again I must repeat, that if I had known the persons with whom I had to work as I know them now, I should not have remained, but have returned alone to Geneva, however sad this might have been for me.

I remained then, and always, in the hope of convincing my fellow-workers with time of the purity of my intentions, and gaining them over to my convictions and aspirations. This hope was also shared and kept alive in me by the noble foundress of the Institute. So year after year passed without our wishes being realized. In intercourse with the charming and richly-gifted children every day brought its pleasures. I can say the same of my Froebel course altho there were few permanent results to be noted. The school classes were, and are still, mostly directed by my pupils, but Froebel's spirit is wanting, and a living connection between kindergarten and school, to which I ever aspired, and saw realized in Geneva, is also wanting, as nobody in the Institute except Frau Schwabe and myself was persuaded of the true importance of the Froebellian idea of education; the direction of the school was destitute of its influence, and instead of intellectual life, one saw a dead routine everywhere in which my pupils, with the innate Italian indolence, participated. My *demands* evidently were not satisfied with this passivity, but as they were approved by the director there was no reason for them to aspire any higher.

As long as Frau Schwabe represented the highest authority in her Institute there still glimmered a spark of the sacred fire in general among the teachers, and this the gifted foundress, by her personal character diffusing love and kindness, could always rekindle. The government itself took a more lively interest in the maintenance of the Institute than is now the case. Of this the annual Froebel courses which the Minister of Public Instruction organized in the Institute itself, and in other towns, were a clear proof. I myself have given many such in different places. The teachers and directresses of the infant schools followed them with the greatest interest, but often with only doubtful profit for the children entrusted to their care.

With advancing age and the feeling of a decrease in her strength, Frau Schwabe wished to place her work on a permanent basis, and petitioned therefore that it might be made an *ente morale*, and therewith ranked among other Italian institutions. This was a step fraught with consequences which deprived the Institute of its independence and brought much that was harmful with it. For all those nearest to the Institute Frau Schwabe remained always the first authority, but bureaucratically she lost it. The organization of the *ente morale* required as the head a

president, and then an administrative and a didactic council. Without consulting this complicated machinery nothing more could be done and no resolution taken. Besides this, the president aspired at the same time to an absolute authority, and exercised a pressure on all resolutions. Above all, he introduced favoritism, and did not always choose the best for his protégées, but often supported the introduction of impure elements. His desire was to eliminate the foreign element from the Institute, and among these was myself; altho it had been he who, by his apparent friendliness and persuasive eloquence, had confirmed my stay in the Institute, he did all to embitter my life and my work there. Under his reign I felt my influence restricted more and more and myself and all I did subjected to a malevolent criticism. I felt so unhappy in this atmosphere that I twice tendered my resignation, which was, however, not accepted at Frau Schwabe's express desire, which they did not venture to oppose openly. Had it not been for Frau Schwabe I should notwithstanding have gone, but I would not grieve her, and complied with her wishes and remained. The president's aim was to gain the sole authority for himself, and he therefore sought to paralyze all other influences. With the intention of attaining this he went to Rome and was there overtaken by his fate. At the moment when he was expecting a reply from the minister (which, by the way, was in the negative) he was struck down by a paralysis of the brain, of which he died after four weeks.

The consternation was great, a new president was elected, but the decadence which had begun under the first was continued under the second. During his administration Frau Schwabe expired, weary of the fruitless strife. Her family made a last attempt, in accordance with the last wish of the deceased, to entrust me with the direction of the Elementary Girls' School. The president and members of the council took four years to give a reply in the negative. It was feared my direction of the school would be injurious to the authority of the director and produce a dualism, and they preferred to leave it to its ruin. This latter is, up to the present, only an inner one, for the Institute is still much frequented, but is sinking more and more to the level of the Italian schools where instruction (but not education) is given according to traditional routine. At the same time as the negative decision in the matter of the schools was offered, besides the direction

of the kindergartens and Froebel course, the superintendence of the needlework in the girls' schools. As this, according to my idea, is an integral part of the school program, and must above all have an educative tendency, I could not have directed it without coming into contact (and collision) with other scholastic branches, on which account I preferred to retire completely from the school. I have always had a repugnance to half-and-half measures, and at the end of my career I would not sacrifice my last years to it. I therefore retired completely from all my duties in the autumn of last year.

From this account it will be seen that the end of my career has not corresponded with the wishes and hopes cherished at the beginning, on which account I saw myself obliged to draw it to a close before its time. I should have liked to be useful to the young people by my experience as long as I could, and would have willingly remained at my post; but it was not to be.

It is not in my character to turn the wheels of the machine in one direction only, and to make things easy to myself by a traditional routine. In the work of education more than in any other it is necessary to walk with open eyes to investigate carefully whether one satisfies the needs of the pupils and the requirements of ever-changing life. I have after so many years of honest work resigned the task of my life without seeing my ideals realized. Yet the belief in the progress of mankind has remained to me, and so I hope that educational establishments may one day become, what they are still far from being, real centers of culture, where they shall strive to know that great problem, *human nature*, and give it the nourishment it needs. Where the program shall not be overloaded every year, but where they shall teach more *exhaustively*; where thought and action shall be equally exercised, and where truth and fidelity to one's convictions may be cherished with the independence of an enlightened judgment and love of duty, and where love and faith may be implanted in the child's heart. For this we need highly-gifted, devoted teachers and wise mothers—other mothers than the majority of those which we now have. Educate the mothers and you will educate a better generation.

SOME CONTRASTS AS VIEWED BY THE SPECTATOR.

IT is his first Christmas at home in sixteen years. He is private policeman in the stockyards of a large city; is on duty every day in the week, Sundays included, and this year, for the first time, is given his holiday at home and a Christmas turkey to boot, for he is a married man. He is steady, self-respecting, trustworthy—needs must be to hold such a responsible position. He provides a good home for wife and children, and now rejoices greatly over this, his first Christmas with his family.

To others the day was a holiday also. How celebrated? Three men on one car, each one a menace to the other passengers, because each was no longer master of himself; four cars on another line detained for ten minutes because of a difficulty between one conductor and some unmanageable passengers; three impatient men carrying a fourth bodily for a few feet, then resting, pushing, dragging, and again lifting and carrying, faithful to their trust, the besotted, dead weight.

On one side is a faithful, industrious man, with little or no time to spend with his family; on the other, a man with a holiday who knows not how to worthily use it. Each is a symptom of a diseased social condition. What is the remedy, educator, philanthropist, employer, politician?

The spectator is glad there are social settlements.

A well-equipped factory, where honest efforts are being made to give employes good conditions of work and pay, but where children of over sixteen work ten hours a day at dreary mechanical labor, and where, in one department, flying dust makes dense the air the wearied lungs must breathe. Another establishment where workmen eat their lunch where they happen to stand, amidst the blood and fifth of the slaughter house.

Two fine educational institutions, one affording to the children of cultured homes model elementary education; one giving technical training to young men and women. Who maintains these schools? The people who give their surplus gold at no sacrifice of their own comfort, or those whose monotonous and sometimes degrading labor, at cost of the retarded development of brain and body, creates that fortune? Who should justly have the benefit

of these splendid schools? Whose names be inscribed on their doors as the true support of the same?

The spectator is glad there is at Hull House a Labor Museum in which the culture side of certain occupations is being developed to the added joy and harmony of narrow, contracted lives.

Advertisements in street cars tempting the unsophisticated to buy engagement rings, jewelry, stoves, carpets, machines, etc., on the installment plan; no mention made of the risk of carrying several such ventures at the same time.

An office in the Charity Organization Society, lists of names of those brought to ruin and the pawnbroker's door because illness or loss of work have come, and stoves and carpets have gone, along with the partial payments made.

The spectator is glad there are mothers' meetings and women's clubs.

A distressed settlement resident, vainly trying to collect her scattering wits, beseeching a group of noisy boys to scatter and play on their own doorsteps.

A quick reply, "What for then do you have a lamppost in front of your door?"

The spectator is truly glad that boys are attracted by light, and that a few beacons are to be found in a benighted part of town.

The usual settlement Sunday concert, but not the usual crowded audience. Boys a minus quantity.

A vacant lot, flooded; boys galore on skates. The spectator is a partial convert to the "surplus energy" and "preparation for life" theories, and is glad there are a few vacant lots and playgrounds in a vast city.

A board meeting to form a trust. Officers combining to fix prices, circumvent the law, get most out of their employés for least pay, and give least to consumers for most money; a labor meeting to secure maximum good for workman with least return to employer.

Another board meeting (imaginary). Officers and workman-delegates of various corporations coöperating to fix fair wages, sustain just laws, insist on fair play to employé, fair play to consumer, fair play to employer.

Schoolhouses as social centers, kindergartens, manual training, elementary schools in plenty, playgrounds, vacation schools,

trained parents, consecrated citizens, work and play, leisure and study fairly distributed! How and when can we have them? Whenever the spirit of the splendid French motto, *noblesse oblige*, has become incorporated into the thought and life of the whole American people.

Noblesse oblige.

TRIFLES.

“TODAY,” said pretty Dolly, as
She opened her bright eyes,
“I’m going to give my dear mamma
A beautiful surprise.
I hardly know yet what ’twill be,
But I’ll soon find a way
To do some unexpected thing
To please mamma today.

“I’m tired of doing *little* things,
Why, anyone can sweep
And dust, or wipe the dishes,
Or sing Evelyn to sleep.
’Tis some *big* thing I want to do.
If I could write a book,
Or save the house from burning, now,
How pleased mamma would look.”

So after breakfast Dolly went
And sat beside the fire,
While mother cleared the table off,
And mended baby’s tier;
She wiped the dishes, made the beds,
And braided Bessy’s hair,
While Dolly sat and pondered long
Within her easy-chair.

And so Miss Dolly dreamed and planned
That busy morning thru;
She could not think of anything
Quite *large* enough to do!
And as she went to bed that night
She really wondered why,
When mother kissed her lovingly,
The kiss was half a sigh!

Gertrude Norton Gannon in Youths’ Companion.

TWENTY KINDERGARTEN TRAINING SCHOOLS.
WHAT THEY TEACH AND HOW AND WHY—ALSO
REPLIES OF LEADING KINDERGARTNERS
TO IMPORTANT QUESTIONNAIRE.*

VIRGINIA E. GRAFF, CLEVELAND.

IV.

AFTER carefully studying these returns from the twenty schools we feel the outlook on the whole to be hopeful and encouraging. Tho every question was not answered by each training teacher, or by each practical kindergartner, yet the two sets of answers, including the foreign replies, taken together, giving over a thousand answers, make a composite view of kindergarten training and practice that is fairly representative of the best work done in this department of education in the United States. We briefly summarize the answers as a whole.

GIFTS AND OCCUPATIONS.

A general tendency is here noted to use gifts and occupations with freedom and in the spirit of Froebel as means to an end, rather than as ends in themselves. We find the majority use supplementary work in the shape of nature material and industrial occupations. Household work is used by the minority only. Query, is not the principle of creative activity sufficiently elastic to include within its compass this occupation? Is it not "truly Froebellian" to make all work self-expressive, and why does not the home and its activities give a broad outlook for the creative spirit?

Tho some schools require the repetition of occupation work done in class, yet the majority of teachers have tried to simplify here, and we note that sequences are sometimes "indicated" rather than followed out in detail, and that work which is well done in class is frequently not repeated at home, and we also see that "notes in class" and "memory training in class" are translated into work, at home. "Fine pen-and-ink drawings" are not encouraged by the majority of schools where we also see large and small material used, the former almost always as supplementary to the latter.

SONGS, STORIES AND GAMES.

By the majority the story work includes a study of children's literature, the telling and adapting of classic stories. Only one or two training schools take up some study of myths and a study

Continued from the January number.

of race evolution in the light of the story. The study of symbolic stories is followed by most training schools. Tho the great stories are usually adapted to the kindergarten, no systematic grading of the work in this line seems to be generally followed. In regard to stories for children of three, no one seems to have written for them in the manner of "Nursery Finger Plays." That book stands alone. Only one training school seems to emphasize the grading of songs and games.

MUSIC.

Here the returns are less satisfactory. Tho the majority of training schools teach elementary theory and sight reading in connection with song interpretation, it is only a small minority who emphasize instrumental music. If this side of music were more generally developed, perhaps the military touch of the accompanist, and the loud street marches so often heard in the kindergarten, would be less frequently in evidence. We find rhythm, as a special subject of training, is more emphasized in western than in eastern training schools. The minority only give it an important place in musical and physical interpretation. The term rhythm was used in a specific rather than in a general sense.

DRAWING, COLOR WORK AND MODELING.

The majority favor "Free-hand drawing," only one or two schools teaching the Froebel drawing. Color is taught thru the medium of colored paper, chalk, and crayon in posters, designing, outdoor sketching from nature, and effects in "brush work."

The majority teach modeling in clay from the forms and natural objects; only one school reports cardboard sloyd. Blackboard sketching is taught by the minority only. This seems to me one of the most practical uses of drawing in the kindergarten. It is to be regretted that a few only of the training schools seem to utilize this valuable means of expression on the part of the kindergartner. In regard to the training of students in the art of teaching children to draw, the majority of schools, believing that the drawing of children of kindergarten age should be a free expression, do not train their student to guide this work by any particular method. One or two training schools study children's drawings in the light of recent child study.

In this connection we would like to note some experiments in which we have lately been interested. The children first followed their own ideas in illustrating a story as the kindergartner told it, emphasizing certain points which could easily be followed by the child in thought, and reproduced in drawing. As far as possible the kindergartner was encouraged to have the object reproduced for the child to see. The same story was repeated and the illustrations again made; this time the thought was guided by the kindergartner, who, by kindly criticism and by herself working with

the children, led them, without encouraging them to copy her, to a more correct understanding of what they were to reproduce. This "guided and unguided work" gave, first, the child's original conception of the object drawn, and, secondly, this conception modified by a more accurate attempt at reproduction. The aim of these experiments was in no way to curtail the child's originality, but to give him "liberty under law."

SCIENCE.

The majority of the schools favor a definite course in science rather than an adaptation of its principles to nature work in relation to the child. The "stories" suggested, which would require an accurate training in physical geography on the part of the kindergartner, seemed to be generally touched upon in the elaboration of the seasonal thought. The work in child hygiene in connection with science seems to be overlooked in many schools. This seems to us too vital a subject not to be universally treated in a training course.

PSYCHOLOGY.

A few schools only respond in the affirmative to this question, treating psychology in relation to child study as viewed from the physiological standpoint. The majority of the answers accept the term "child study" in a general rather than a specific sense. As illustrating the kind of adaptation of a special study to kindergarden needs, as well as in the meaning given to child study by the author, we would refer readers to the article by Miss Kate Spencer, on "Psychology in the Training Class," in a late number of the *Kindergarten Review*.

MOTHER PLAY.

We find every training school using this book, the majority following it as a text-book and favoring its use for incidental or special study, the minority as a program basis or for reference. The majority heartily favor it as a picture-book for children.

PROGRAM.

The seasonal thought, with children's instincts, activities, interests and environment grouped about this subject, seems a universal basis of program, with Mother Play used as already indicated. The method followed by the majority is the making of original programs by the students and a criticism of these by the teacher.

"THE EDUCATION OF MAN."

This book, either in detail, in parts, or as interpreted by another writer, is studied in all the schools. It is a pleasure to find Froebel's two masterpieces so universally used as text-books.

"Pedagogics of the Kindergarten" is used by the majority for reference only, mostly in connection with gift work.

LITERATURE.

The majority report this subject as used in connection with a study of stories and children's literature. The minority only use the study of great literature, Homer, Dante, Shakespeare, Goethe, as a means of higher development for the student. We have been asked the connection between these "Bibles of the race" and the kindergarten training, and we reply, the connection seems to us clear and helpful. We permit ourselves to quote from something we have written on this subject in another connection: "If we believe that the history of the child is the history of the race in miniature, a study such as this links child and race, and helps brighten the insight of the one who guides the children, making her see that all of life is typified by the world cycles, of which she has been a student in her Homer, Dante, Shakespeare, or Goethe class, and that the great issues of mankind, as voiced by the thinkers of the world in such studies, can help the kindergartner more adequately to meet the daily needs of her children. What a help toward a better understanding of such studies are the fine commentaries of Dr. Denton J. Snider, a writer whose clear analysis, luminous insight, and beautiful English, serve as models of criticism for the student to follow."

HISTORY OF EDUCATION.

This study seems to be universally followed in all the training schools. We are led to infer from some of the answers that more attention is paid to mediæval and modern education than to the ancient Greek ideals. This last phase of education is so vitally connected with the Froebellian point of view that it seems an omission to overlook in such a study this phase of civilization. The comparative method thruout, the viewing of the Froebellian child in contrast with the children under the ancient mediæval and modern methods of training, gives the student a vantage point in the study of Froebel gained in no other way. The majority of the returns to these questions do not touch upon the comparative method in teaching this subject.

PRIMARY METHODS.

It is hopeful to learn that the majority of the training schools have courses in primary methods, thus preserving the link between the kindergarten and the school, and showing the student the continuity of all educational processes.

SOCIAL SCIENCE.

We regret to read that the minority only include social science in their course. Every educator would of course be benefited by some knowledge of sociology. To the kindergartner working with the children of the poorer districts of a great city some idea of the

science underlying the questions of labor and capital, work and wages, would prove especially useful.

OUTLINE IN NOTE-TAKING.

We find the majority favor outlines, brief notes, and short abstracts. The majority have abstracts or papers written on the "Education of Man" and the Mother Play.

PRINTED GUIDE.

The majority do not approve of the use of a guide in the Gift and Occupation work, thinking that its use would make the student mechanical rather than original.

When these questions were prepared they were submitted for criticism to an educator of insight and experience, and this question was added to the list at his suggestion. He felt that much time would be gained and no originality lost if a guide could be properly used. In a prospectus lately sent out by Columbia University we read under a notice of classes in the Fine Arts the following suggestion to the student: "The use of time-saving devices is encouraged." These words are followed by this sentence: "A thoro course in freehand drawing is prerequisite to this course." These two statements seem to show that freedom and suggestion or imitation can be used together without any loss of originality, but with the gain of time to be put to better use. We are here reminded of what Dr. Harris terms originality, "a kind of imitation or spiritual assimilation."

THE CURTAILING OF PRACTICE.

We find the majority of training schools give less than eighteen months' practice in a two years' course; the minority two years, or from eighteen to sixteen months. The majority think some practice might be omitted without serious loss; the minority only approve of the graduate kindergartner making up her loss as a student in this respect.

A method of arranging the student's practice with which we were once familiar, in which neither student nor children were sacrificed, seemed to me so excellent that it may be well in this connection to outline the plan. The last three months of the training school year experimental kindergartens were started, nearly always in the poorer section of the city, and students having had six months' previous training in theory were put in these kindergartens, working under the supervision of the training teacher. A church usually gave a room rent free, the furniture and materials were donated, and at the end of three months the neighborhood often showed its appreciation of the kindergarten to such an extent that in several instances the Board of Education adopted it the September following as part of the city's school system.

This plan of opening experimental kindergartens was adopted

in April of each year for three reasons: First, to avoid sacrificing the children to the untrained kindergartner, which would be the case were they to undertake this work in the opening of the year, even if assisting a competent director; second, it gave the student after six months' training in theory a kindergarten in which to practice; third, it tested the possibilities of different neighborhoods, and added in this way kindergartens to the city's public school system.

THE FUN-LOVING SPIRIT.

The majority of the answers give cheering testimony as to the fun and cheerfulness of students. The mirth and brightness shown in the entertainments given by training classes are cited by many teachers in proof of this joyous spirit. It is not so much from this standpoint that we have tested the fun-loving spirit as from the general manner of the student in her daily work in the training class and with the children in the kindergarten. Our question was prompted because in the former we have often found the atmosphere tense and over-serious on the part of teacher and student, and in the latter the absence of humor on the kindergartner's part has seemed to us to be the rule rather than the exception.

SUMMARY OF THE REPORT OF THE FOREIGN TRAINING SCHOOLS.

The English training schools, working in connection with the National Froebel Union, seem to differ but slightly from the requirements of the American training schools. Of the studies mentioned we should infer that science and drawing were given greater prominence in England than here, and that a printed guide was more generally used. The stress laid upon examinations seems to be more prominent there than here, and the kindergarten movement in London, if not thruout England (we add this criticism from personal observation), has not the national prominence it has in America. In London it is not part of the Board school system as it is with us in the public schools. Individual teachers of ability are doing admirable work in London and elsewhere in England, but the movement seemed to us to lack the solidarity that comes from its general adoption as a part of the public education of the masses.

In regard to the Pestalozzi-Froebel House, and those English training schools not allied with the National Froebel Union, the basis of study differs from that of most of the American training schools, and therefore a comparison is difficult. In the Pestalozzi-Froebel House "every item of the work" is based on *the family*, and Pestalozzi's principles are regarded as all-important. In America the *child* is made the center of interest and Pestalozzi's, point of view is considered secondary to Froebel's philosophy.

In closing this summary we cannot but feel cause for congratu-

lation after reviewing the excellent work indicated by the papers that make up this report. In looking back over the fifteen years that have elapsed since we first studied the kindergarten the progress of the movement has been sure and steady. The courses of study as a rule cover a wider field as more time is given to the work. The use of the Mother Play and "Education of Man" as text-books and the most important studies in the best training schools, seem to us to be two of the most hopeful indications of progress in the work of training kindergartners. Fifteen years ago such a use of the Mother Play, at least, was not universal. It is only within the last fifteen or eighteen years in this country that the training of the kindergartner covered more than a year. To-day, in looking over the outlines of work sent out by the leading training schools, we see indicated courses of study for two, three and four years. This is, indeed, a contrast to the six months' training given by Froebel in the beginning of the movement sixty-five years ago. After reading these eight hundred answers (we count subheads as separate questions), tho we feel that progress has been made that is hopeful and encouraging, much yet, in our judgment, remains to be done in the way of unification and simplification before the movement can attain greater solidarity.

A SUGGESTION. In the *Outlook* of August, 1901, we read the following statement:

During the year a group of the strongest colleges in the Middle States and Maryland have been demonstrating that that ancient bugbear and mortal enemy of sound secondary education, the college admission examination, is not an insoluble problem. Fifteen colleges united with the secondary schools to form a college entrance examination board, which has successfully conducted examinations on a uniform plan, at one and the same time, in sixty-one cities and towns thruout the United States and at several places in Europe. These examinations represent the coöperative effort of the best colleges and the best schools, and provide a single standard of attainment for secondary school pupils instead of the multiform and varying standards which have hitherto prevailed. From every point of view the work which has been so auspiciously begun is noteworthy, and it bids fair to take rank with the most far-reaching educational movements of our time. We commend it most heartily to the attention of every college and secondary school-teacher in the land.

Could not the leading kindergarten training schools of America and Europe do for this branch of education what "the fifteen colleges" did in the "sixty-one cities and towns in the United States, and in several places in Europe," for the college admission examinations? Could not these training schools also "provide a single standard of attainment instead of the multiform and varying standards which have hitherto prevailed"? We ask this question of the International Kindergarten Union, and urge that the matter be brought up for discussion at the next meeting.

If a committee could be chosen to report upon such a possibility questions as to the simplification and broadening of kindergarten training might be in order for their deliberation; the

correlation of studies and, further, the minimum and maximum demands of hand work, the grading of stories, songs, and games, the training in music, curtailing of practice, teaching of drawing and its practical application to the kindergarten needs, the work of the specialist in adapting his subject to the practical uses of the student's future work (this should never mean an ignoring of fundamental principles)—these questions and many others would naturally present themselves for discussion to such a body.

Might not a committee on simplification and unification, with various subdivisions, suggest a possible working outline to be presented at least for an open discussion at the next International Kindergarten Union meeting? This outline could be so planned that every school adopting it could still retain independence and individuality, and yet follow a general and more uniform standard of attainment.

The following twenty training schools have kindly coöperated with me, in addition to Miss Poulssen as special teacher of stories and Mother Play in Miss Garland's training school, and Mrs. de Leeuw, who has given the view of foreign training work. The names are given in alphabetical order.

Boston, Mass. The training schools of Miss Garland and of Miss Symonds.

Buffalo, N. Y. Training school of the Buffalo Free Kindergarten Association.

Chicago, Ill. The training schools of the Chicago Kindergarten Institute; the Chicago Kindergarten College, the Free Kindergarten Association; the Pestalozzi-Froebel Kindergarten Training School; the Froebellian School; the Kindergarten Department of the Professional School of the University of Chicago School of Education.

Cleveland, Ohio. Cleveland Kindergarten Training School.

Erie, Pa. The Erie Kindergarten Training School.

Louisville, Ky. The Training School of the Louisville Free Kindergarten Association.

Minneapolis, Minn. The Training School of the Minneapolis Free Kindergarten Association.

Milwaukee, Wis. The Kindergarten Department of the Milwaukee State Normal School.

New York City. The Kindergarten Training School of the Teachers' College, Columbia University; the Kindergarten Normal Department of the School for Ethical Culture; the Kindergarten Training School of the Pratt Institute, Brooklyn.

Pittsburg, Pa. The Pittsburg and Alleghany Kindergarten College.

Salt Lake City, Utah. Utah Normal School.

Toledo, Ohio. The Kindergarten Training School of the Misses Law.

(To be continued in March number.)

NOTE.—The succeeding pages will give the questions and replies of the practical kindergartners.

THE JOURNEY OF THE JINKUM.

ALVA DEANE.

ONCE upon a time there was a Jinkum who lived in a deep, dark den. What is a Jinkum, you ask? You say you never saw one? Well, I never did, either, and to tell the truth, no one ever did. But this Jinkum was like all other Jinkums. His two front legs were shorter than his two hind legs, and one of his short legs was shorter than the other, while one of his long legs was longer than the other. For this reason the Jinkum, taking sidewise jumps, was compelled to travel in a circle, and his last leap always landed him safe in his den.

One day the Jinkum decided to go on a long journey. He started out with tremendous jumps, but before he had finished half a circle he was obliged to lie down and rest. No sooner had he touched the ground than he fell fast asleep. Just then a Bampoodle came running along on his ten little legs. No one can tell you just what a Bampoodle is, for no one ever saw one, but it must be a troublesome creature for it is always looking for mischief. When this Bampoodle heard the loud snoring of the Jinkum he ran to him and, taking hold of his longest leg, whirled him around and around like a merry-go-round, till he himself was dizzy. Then he scampered away on his ten little legs looking for more mischief.

The Jinkum slept so long that when he awoke he thought it must be time to go home at once, but as he was completely turned around he went in the wrong direction. He traveled in a circle, of course, and came back at last to the place where he had taken his nap. Then he did not know what else to do so he sat down and wept.

"Poor Jinkum," he heard a kind voice say. It was a Flipperee sitting on a tree overhead. A Flipperee is something like a bird, but it isn't a bird, and no one knows exactly how it does look.

"What is the matter?" asked the Flipperee.

"I am densick," replied the Jinkum.

"What is that?" asked the Flipperee.

"It's the same as homesick," said the Jinkum. "If you could not go home you would be nestsick."

"Well, why don't you go home?" asked the Flipperee.

"I don't know how," answered the Jinkum, weeping afresh.

"I'll teach you something," said the Flipperee.

"What is it? Show me," said the Jinkum, wiping his eyes on a mullen leaf.

"It's the Trick of Going Straight to Somewhere," replied the Flipperee.

Now the Flipperee had always been a good friend to the Jinkum, because he, too, had to go in circles. One wing was long and one was short, that was the reason why.

"This is the trick," said the Flipperee, and he flew straight to another tree. To do it he was obliged to take three strokes with his short wing while he took one with the long.

"Grand!" exclaimed the Jinkum, "but how could I do it?"

"Take a leap on your long legs and run three steps with your short ones," explained the Flipperee. After long practice and many tumbles the Jinkum had learned the Trick of Going Straight to Somewhere.

"But now I don't know the way to my den," said the Jinkum.

"Never mind," said the Flipperee, cheerfully; "go around the world and at last you will come to it."

So the Jinkum hopped gayly away. After awhile he came to the ocean. He did not see how he could go any further, and not knowing what else to do he sat down on the beach and wept.

"What is the matter?" he heard a kind voice say. Looking up he saw the captain of a ship.

"I am densick," he said, wiping his eyes on a clam shell.

"What is that?" asked the Captain.

"It's the same as homesick," replied the Jinkum. "My home is a deep, dark den, way around on the other side of the world."

"My home is on the sea," said the Captain.

"Then you must be seasick," said the Jinkum.

"Pshaw!" said the Captain, "no one can be seasick on the land."

"That's strange," said the Jinkum; "but why do you stay on land?"

"I've lost the anchor of my ship."

"I'll be it," said the Jinkum, eagerly, "if you will only take me across the ocean."

This delighted the captain, but it was rash of the Jinkum, for he did not know what the anchor to a ship might be, having never seen one; and so he was greatly surprised when the sailors seized

him the moment he entered the ship, fastened a long, iron chain to his hind legs, and dropped him overboard.

"Cling to the rocks and weeds," shouted the Captain, as he went down. But instead of doing that, in a minute the Jinkum had scrambled up the chain and was sitting on the stern puffing and blowing.

"Air! air! I must have air!" he sputtered.

"Pardon me," said the Captain of the ship, "I did not think of that." He called the first mate and said, "How shall we give him air?" The first mate called the second mate and said, "How shall we give him air?" The second mate called the third mate and said, "How shall we give him air?" The third mate without a word ran for his megaphone and began to blow great bubbles of air into the water.

"Ha, ha, ha!" laughed the Captain, and the first and second mates, as of course the bubbles all came up. The deck boy, who happened to be standing near, suddenly drew a pistol and shot a lead bullet into one of the bubbles, which immediately sank to the bottom of the sea. After that, whenever the sailors wished to drop anchor, they called the third mate and the deck boy to send down air to the Jinkum at the bottom of the sea.

There was not much need for an anchor, however, for the weather was fair, and in a few weeks they came to land. The Jinkum proceeded gayly on his journey all the way across the great country. Traveling was very pleasant now that he knew the Trick of Going Straight to Somewhere.

After a while he came to another ocean, and not knowing what else to do he sat down on the beach and wept. A Ropoco who had been asleep under the waves, awakened by his crying, came swimming swiftly toward him, tail first. A Ropoco always swims backward. That is the only way you can tell it from a whale, for it looks just like one.

"Heads or tails?" called the Ropoco.

"Heads," shouted the Jinkum, wiping his eyes on a branch of coral.

With a sudden somersault the Ropoco landed at his feet.

"Now, what is the matter?" asked the Ropoco, giving him a friendly slap on the back with his tail.

"I'm densick," said the Jinkum.

"What's that?" asked the Ropoco.

"It's the same as homesick," answered the Jinkum.

"Well, if you would like to go home I'll take you across the ocean if you'll only be my waterspout."

"Gladly," answered the Jinkum, which was a rash thing to say, as he did not know what a Ropoco's waterspout might be, having never seen one.

"All aboard, then!" shouted the Ropoco. "Put your hind feet into the holes in my head and let the rest of you wave up and out gracefully behind."

"Ah," sighed the Ropoco as they glided smoothly over the sea, "now I'm having such a good rest. It's tiresome spouting water to amuse the people on ships, and I'm sure you'll interest them just as well." It was not so much fun for the Jinkum. He was glad enough when at last they reached land.

He set out for home as gayly as could be, but soon he discovered to his dismay that he was circling about according to his old habit. So he sat down and wept, fearing he should never see his dear den again. Soon, however, he heard a kind voice say, "Why, Jinkum, what's the matter now?" It was the Flipperee who had flown many miles to meet him.

"Oh," said the Jinkum, wiping his eyes on a bunch of thistles, "I have forgotten the Trick of Going Straight to Somewhere." So the Flipperee patiently taught him all over again, and soon he was leaping merrily along, his good friend the Flipperee flying by his side. After a long while he came to his favorite chestnut tree, where he had had many a delicious meal of green chestnut burs.

Then at last he knew that he was near his own dear home. Faster and faster he went—until finally the last leap landed him safe in the middle of his den.

"WELL, Jack," said the uncle, cheerily, "good boy this morning, I hope?"

Jack looked up at the clock and perceived that it was exactly half past eleven.

"I don't know yet," he answered, doubtfully; "there's half an hour more."—*Youths' Companion*.

THE LIFE OF BARONESS VON MARENHOLTZ BÜLOW
BY HER NIECE.

AMALIE HOFER.

THUS reads the cover title of the long announced biography of the great friend who made Froebel's work known to Europe. Two handsome volumes containing 730 pages, ably translated from the German, come from the press of William Beverley Harison, New York. The frontispiece is a reproduction of a picture of the elder Baroness, taken in her eighty-second year. Dr. Harris contributes a gracious three-page foreword, in which he points out the two respects in which he finds the memoirs interesting and valuable:

"First, they are valuable to the kindergartner as furnishing an insight into the intellectual struggles of the most gifted of Froebel's commentators to seize in its full depths the meaning of the educational ideas of the founder of the kindergarten." "A second claim which this work has upon the reader, not the mere professional reader, but even the general reader, is to be found in the light which is thrown upon the political and social situation in Germany during the epoch covered by the diary. It gives us an intimate knowledge of the ways of thinking and ways of acting of a wide circle of German nobility, and reflects the attitude of important people—neighboring nations. It affords a very instructive picture of the obstacles which educational reformers meet in realizing their cherished schemes."

The niece, Baroness von Bülow, writes a clear introduction, telling of the wishes which urged her to this great undertaking, also of the sources of her work and the plan of the memoirs. She closes the same with this paragraph: "In thus drawing the portrait of this beautiful life in its whole course, as it lives in my soul, I fervently hope that I have erected a worthy monument to the memory of her whom I loved more than myself."

The two volumes contain eight chapters, covering in true Teutonic accuracy the following among other subjects: Antiquity, traditions and recollections of the von Bülows; childhood, girlhood, and accomplishments of the Baroness; court life at Hanover; longings to be useful and struggles for self-improvement; first meeting with Froebel and the great and immediate conversion to his cause, and how it becomes her own cause.

Then follows in rich detail an account of the introduction and development of the Froebel system, which from the year 1849 to 1893 constituted the life of Baroness von Bülow.

Baroness Bertha von Bülow, the niece, has shown a great genius for descriptive detail, and we are carried away with the charming incidents of high life at Hanover, balls, hunts, costumes and customs, of castles and estates, spiced with dialect poems so dear to the German heart; then the scraps of gossip about princes and kings, and even the Emperor, all contrast with the earnest, single-minded life of the Baroness, a life of unmeasured consecration and renunciation. Then there are those humorous and altogether ridiculous travel episodes, all of which, of course, were ingredients in the life of the gifted woman of a noble cause. The flavor of the German idioms has not been entirely extinguished by the translators, and we are thus reminded of many a national naïveté so characteristic of every Teuton.

In girlhood she was yearning for the ideal; in young womanhood, longing for insight into life, but confessing that her insight already outruns the power of deed; in mature womanhood, given to keen self-study, and fully recognizing the world of thought as the real world, and withal a womanly nature—such an one was ready indeed to understand and seize upon the doctrine of Froebel. Being far above the average German woman of her generation she could look out over woman's sphere, and without animadversion stated the ideal attitude toward marriage, love, woman's work and life relations, and above all, toward the educational needs of women and children. Read the rich sentiments on pages 84, 106, 134, also 321 to 334, all in Vol. I.

In 1864 she wrote in her journal the following lament, which indicates the attitude of her own country and of all Europe, for that matter, toward thinking women: "Why have I gained the insight and the understanding? What can I do with them? Truth is not taken from a woman! Who will believe in the intuitions which made her see without being taught and without the wisdom and the learning of the sage? How can she make intelligible that which intuitive perception taught her, and that which Froebel's doctrine brought to her consciousness? Silence only is possible."

But Baroness von Bülow did not keep silence. She wrote many volumes, all practically pertaining to education, pamphlets,

letters, and gave addresses and inspired and quickened thousands of women as well as men to higher standards of living. As an indication of the lofty thought interspersed thru these memoirs we reprint the following brief paragraphs, taken from her private journals and translated for these volumes by Miss Blow:

The spider carries in itself the pattern of its web, since it forms the web according to its own indwelling laws. In like manner mankind bears within it all future conditions and the forms of all future development.

The fact which again and again repeats itself, namely, that what is good and of public benefit is always in the minority, and is wrecked by the opposition of egoistic endeavor on the part of the majority.

He who learns to understand childhood learns to understand humanity, is able to create an education of man corresponding to his own nature.

It is unfortunate for me that in those too rare moments when genuine convictions are honestly discussed, the convictions of others so seldom coincide with my own. The cause of this disagreement is that I am entirely self-developed and my point of view self-attained. I have had no one to help me, and up to the present moment have lacked nearly all opportunity for the interchange of thought. A person developed in this way remains true to native individuality, but must, I believe, be one-sided, and suffer arrest upon a plane of development lower than that attained by those who have had the privileges of intellectual challenge and intellectual communion.

The joys and sorrows of life spring not from events, but from the kind and degree of feeling with which we meet events.

He who feels much, thinks much. Tho the thought does not come immediately, it must and will unfold.

Only in nature and art do we breathe freely. In nature we find God. Art, music, poetry, teach us to find and understand ourselves; teach us that flight to the above and beyond in which once more we feel a prescient sense of the divine and rejoice in its nearness. Art also discovers to us our own creative power, and declares our descent from the supreme Creator.

After making the great plea for all women to have the kindergarten training, and after showing what woman's best service to humanity may be in the home and the school, this undaunted prophetess would utilize further the altruistic intelligence of the unmarried:

There should be open to unmarried women all such offices as superintendent of public charities, poor houses, hospitals, houses of correction. Many other institutions for the benefit of human-

ity should also be founded; as, for example, schools for the training of persons wishing to enter domestic service, schools for preparing governesses and teachers. In such establishments there would be many positions which could be filled by unmarried women from all grades of social life, and which emancipating them from their present subservient, useless, and despised condition would give them an honorable place in civil society.

The Baroness' favorite motto in her later years was the following from Froebel's Mother-Play Book: "Therefore disturb not the child in his sweet dream." In several fine paragraphs she pleads for the preservation of the ideals and visions of childhood. Indeed, great inspiration awaits every reader of these volumes.

Baroness von Bülow has emphasized certain principles as being truly Froebellian, and has placed such emphasis upon these that they will stand out conspicuously in the minds of his followers for all time. One of these is what has come to be known in the profession as Froebel's Law of Opposites, and I take this opportunity to quote in full her understanding of the originator's thought, as given at the time from his own lips and set down in her personal notebook. Shortly after her acquaintance with Froebel Baroness von Bülow writes as follows in her *Gedankenbuch*:

One great fundamental law pervades everything, great or small. In our creation it ascends from the three kingdoms of nature to the human, where it first becomes conscious—spiritual—finding its perfect comprehension in God, the central point from which it came forth. Only within this law are freedom and free movement possible. It rules and is the condition of the organism of everything which exists, and is to be found in the smallest stone and grain of sand as in the largest celestial body. This law is the connection of opposites. It comprises in itself stability, from which proceeds movement, and leads thru all the conditions of development to completion, but which in turn is unity, conscious.

Thereupon follow thirty pages of careful amplification of this characteristic argument, so peculiar to Froebel that one is impelled to say: "Surely Froebel has apperceived the universe and all that therein is, and he in turn has been apperceived by his interpreter, Baroness von Bülow."

Her democratic spirit is frequently manifest, as in the following item which we find in an account of her work in Paris: "Among the lower classes I have nowhere found such true, and, in fact, enthusiastic agreement with the practical side of the Froebel method as in Paris. The workmen often recognized,

with astonishing rapidity, its importance as a preparation for all kinds of work." It is told how one of these blouse-clad men, a clever joiner, struck up a friendship with the Baroness. She visited him several times in his humble quarters, and sitting in his workshop, while he respectfully stood at his bench, they discussed the future of handicraft, in the good days when Froebel's method should have been universally introduced. Again she says:

The idea that nuns in a convent are universally one-sided and narrow on account of the passive obedience to which they are bound is quite wrong. In some convents I came across several intelligent, lovely sisters, who are truly delighted with Froebel's method of education.

My experiments with Froebel's occupations in an asylum for idiots prove that these offer to the unhappy people not only an agreeable, but also a beneficial activity to promote the small degree of development of which they are capable.

In the various countries the national industry, whatever it may be, is distinctly visible in the work of the kindergarten children.

Thru being mother to others' children came her first realization of how "many small and greater neglects of an earlier time had to be made up for." The following beautiful prayer is quoted as showing the earnestness and beauty of her devotion to her step-children:

Let but a little good spring from the seed which I sow in the hearts of these children for their prosperity with fervent love. Thou seest that I have no one to counsel me, I have so little insight and strength. Let me choose the right. Illuminate and strengthen me to all renunciation. Take every earthly happiness from me, let tears of blood fall on my day's work, but let but a little of that succeed in which I place my whole life. Let me do good where I can with all the powers which Thou gavest me. May I once stand before Thee, my God, holy and pure, so that I may render account with quiet conscience before the judgment seat of Thy mercy. Oh I have desired, even as a child, and earnestly longed to do hard things, to sacrifice myself for good. Be thanked, my God, that Thou hast fulfilled my wish. Let me not succumb. Let me fight victoriously. Before Thee the weak efforts of even the worm toward good have their value. Thou seest the pure will; let it come to action. Grant the fulfillment, Father. Amen. Thy will be done.

Travels thruout Europe occupy this large-minded woman who carries Froebel's message to the learned and to the thinking, to the philosophic and the philanthropic of all nations. Thru the

letters of those interested in the cause we gather an intimate acquaintance with the contemporaries of the Baroness, who were also the distinguished men and women of their day. She even touches Africa, and preaches the doctrine to Protestant and Catholic alike. At one time we read of her speaking before the congress of philosophers, held at Frankfurt in 1869, where she is challenged by earnest questions to defend the *Idee* of Froebel. She answers the practical questions of doubter and enthusiast alike with self-control and persuasion. After closing Volume II of the memoirs, I have in my mind a distinct picture of the reserved, poised, and yet glowing personality; majestic in her single-mindedness, but not haughty; *exalté*, but never ostentatious; serving the *Idee* "absolutely and impersonally." How fine her indignation over those whose "personal interests" hampered the cause like "useless leaden dogs!" I recall with gratitude the glimpses into the heart of this noble personality given me by the devoted and gifted niece during her travels in America. Many an hour of waiting in hotel or railway station was illuminated by her radiant tributes and always touching descriptions of the life together with her Baroness aunt. The old station at New Haven will always wear a halo because of the searching discussion which a belated train made possible.

The two volumes are rich in fascinating accounts of the generous propagative work of the Baroness von Bülow, much of which is given in her own words, as originally published in the volume called "Arbeit." As one reads of her "relentless" travels north, south, east, and west, up mountains, again in village or metropolis, one appreciates how much of present day results are due to her voluntary outgoings. One cannot but wish again, even at this late date, that the niece had given us more of the detail of this fine biography in the lectures which she delivered before the kindergarten world of America in 1897.

The kindergarten history of every country is partly written in the life of Baroness von Bülow, and the memoirs take us to the sources of this great ethical movement as actualized thru the consecrated life of Froebel's friend.

WOMEN, mothers of the wealthy classes, the salvation of men, of our world, from the evils from which it suffers, is in your hands.—*Tolstoi*.

ITEMS OF GENERAL IMPORT.

WHO IS RESPONSIBLE?—BLIND DEPARTMENT OF CHICAGO VACATION
SCHOOL—PLAY MUNICIPALIZED—MORE ROOM—CHILDREN
MAKE THEIR OWN PLAY-GROUND LAWS.

A PLAN was made for a six weeks' kindergarten during vacation months to be held in our rooms. The woman's club of the settlement gave us \$5 toward its support; other friends were equally generous.

After a beautiful summer I came home to open work. Home and kindergarten both had to be made ready for the year's work. While I was away news about the work had been satisfying; the children had had outings and a good, happy time every day.

To get ready means to see that there is a sufficient supply of material on hand and to put things in place as well as to clean the room. But a series of calamities had befallen the top shelf, the one which holds all the little conveniences in a kindergarten. Paste dishes dirty and broken and full of dry paste, paste sticks scattered, only two pairs of last year's new scissors there, the boxes of chalk indiscriminately sandwiched among the other things; all the signs on the boxes turned inside and cover to the glue-can lost! Next shelf—one-half dozen uprights of second gift broken. Most of the first gift gone. No two boxes containing surface gifts together; some fifth and sixth gifts incomplete. Other shelves—chain papers hopelessly tangled and things generally mixed up.

What did it matter? It was my kindergarten. Some friend had been asked to come and take charge during the summer session of six weeks. I was responsible for material.

When I saw the conglomerate I thought, "Influence is what you are." Then thoughts and feelings crowded fast. Has any girl a right to leave things out of order? Is a kindergarten training adequate if it does not require ability in this direction.

Miss Dozier's words during the International Kindergarten Union came to my mind: "So many kindergartners are bad house-keepers." However, the difficulty goes back of training school to the home where a girl becomes acquainted with social obligations. There it is required that hands and face be kept clean and sometimes hair brushed, *but, how about the time the mother gives to put in order things her daughter has left out of place?* There is a moral ob-

ligation about other people's time—and it is serious when you reflect on time wasted in setting things right which you have set wrong.

Is it too much to ask of anyone to put a thing back in place in condition found? Kindergarten material belongs to the general public. Nobody is responsible, nobody cares.

Of course order assumes more social importance when connected with a training school kindergarten where some five or six persons use the same material.

I spent twelve hours when three should have accomplished the necessary cleaning. Somebody is responsible for nine hours of my time and it hurt my kindergarten pride that we should misunderstand the value of the little things, because a nourisher of little children should think about big world-wide conditions enough to gain perspective on what makes up the sum of happy living.

FACTS.

BLIND DEPARTMENT OF THE CHICAGO VACATION SCHOOLS.

During the past year a department for the blind has been organized in the Chicago public schools, and from this initiative the vacation schools undertook a summer class for the same blind children. The class was provided with a room in the Washburne school, and in this room thirteen blind children and six seeing children were enrolled.

What the blind children need most pitifully is sense training—music for the ear as well as the heart—and they need the touch sense trained, for they are very far from being marvels in the power of perceiving by means of that sense. They need to handle materials and be constantly encouraged to an interest in material things; on the one hand to definitely observe, and on the other to construct. Blind children have a marked tendency to think, but owing to this lack of knowledge of material things their store of premises is so small that their thinking is uncommonly full of fallacies and dogmatisms, and is often ill-proportioned to the point of grotesqueness.

The scope and methods of the vacation schools are of exactly the right kind to meet and deal with these lacks of the blind children, and a program for them was planned and carried out with all these things in view. For music they joined one of Miss Mari Hofer's singing classes, and besides this they got up a little band

of their own. A snare drum, a pair of cymbals, five mouth organs, five triangles, three tambourines, with a piano as leading instrument, made up the band. Miss Hofer conducted, and their repertoire included: "Marching Thru Georgia," "Home, Sweet Home," "The Drum Corps," "When Johnny Comes Marching Home," and "Manzanilla." For nature study they joined the classes of the special teachers of the Nature Study Department.

In their own room they devoted most of their time to constructive work and clay modeling. They reproduced in clay some of the nature study subjects, such as different kinds of leaves and earthworms, but for the most part they modeled vase forms. The construction work included basket-making, weaving on small hand-looms, and one boy made a fish-net.

The children went on the regular excursions with the school, and on one by themselves to the Field Museum, where they were allowed to touch things outside of cases. All of these trips they enjoyed with obvious intensity.

The summer's work was successful in that the children acquired interest in handwork, and ceased to wish for head work and book work, as they did at first.

EDNA BEVANS.

PLAY MUNICIPALIZED.

Chicago as a city joined last summer the sisterhood that believe in public playgrounds for their embryo citizens. Five playgrounds were officially opened by the aldermen of their respective wards. Their establishment is directly due to the efforts of the special park commission which was authorized by the city council June, 1899. W. P. Jackson was chairman, A. W. O'Neill secretary. W. E. Kent was another active member, as is Dwight H. Perkins, one of Chicago's successful architects, who also designed the simple but pleasing shelters. His wife, Lucy Fitch Perkins, is known to all kindergartners thru her charming Mother Goose pictures. Both Mr. and Mrs. Perkins are interested, practically and theoretically, in all that pertains to the well-being and beauty of their city. Each of the playgrounds is well equipped with the most desirable gymnastic apparatus, such as "flying Dutchmen," swings, see-saws, etc., with sand-courts to appeal to the very tiny people, and shady shelters for weary mothers with their babies. In the winter some of the playgrounds will be flooded for skating. All are near neighbors to public schools. They are open from 9

a. m. till 10 p. m. They have been in operation but a few months, and the problem of organization, supervision, and direction has to be met here, as in other cities, but the intelligent *Will* of Chicago may be trusted to work out a solution that will bring joy to the children and safety to society. She has from the first placed the responsibility of the playgrounds in the hands of those who are not only thoroly and intelligently interested in the highest good of their city, but are competent to put their ideas into concrete form.

MORE ROOM NEEDED FOR SCHOOL CHILDREN.

Many cities discover annually that whereas in certain wards the commodious schoolhouses show numerous vacant seats, in others the accommodations are wofully overcrowded, many children being turned away, absolutely. Boston and other cities have met this difficulty by using portable schoolhouses, which are comparatively inexpensive, are well lighted, well arranged and well equipped, and easily transported from place to place as the seat of population changes. Milwaukee has another plan. She has proven that half-day sessions in the elementary grades give as good, if not better, results as did the double session. This course has been sustained by the city health commissioner, who finds that young children cannot advantageously spend more than two or three hours a day in school work. Other cities have adopted this half-day system with satisfactory results.

Concerning this overcrowding of the lower grades, the *Pathfinder* makes the following comment, which we heartily indorse:

From a score of cities we hear the old lament that there are not enough schoolhouses to accommodate all the pupils, especially in the elementary grades. No doubt this is a very general condition. Our population is growing rapidly, and the school authorities in many places are unable to provide new facilities fast enough to keep pace with the demand. There is something wrong here. Better shut off on the high schools and higher grades, if necessary, to give the youngsters a chance. Every child is entitled to an elementary education, but the public is not bound to teach specialties to grown-up students. Communities should see to it that no child suffers for want of school room.

Country communities in many states have been testing another plan for giving children better advantages with less trouble and expense. In many townships where, heretofore, there were possibly a dozen schools, with perhaps an attendance in some of them of only a dozen pupils, they now build one fine building, equipped

with all the latest improvements. The children from distant places are transported in comfortable busses at the town's expense. Among the gains we find the following: The average of attendance is increased by 30 per cent; the school term is longer; the child has the advantages of the skilled teaching, graded class work, and fine equipment that he would have in a city school; the financial expense is no more than under the old system of scattered schoolhouses, with few or no modern improvements, irregular attendance, and one teacher for all grades.

CHILDREN MAKE THEIR OWN PLAYGROUND LAWS.

Miss Farquart gave the following account of playground etiquette at the Mothers' Conference held at Detroit last summer in connection with the Kindergarten Department of the N. E. A.:

When we started the playground we had to work slowly and be led by the children; we planned as well as we could, of course, and had sets of dishes, wagons, carts, and shovels, all such toys, but found the supply inadequate for the demand. When two hundred children were clamoring on the outside to get in we had a problem to face. We had not enough to supply all of them. It was, "Miss, may I have a playcart?" "Miss, may I have a watering can?" and so on, and we looked at your little supply of toys and wondered what was to be done. Finally I hit upon the plan of getting the children to make a law, so I said: "This is not my playground. It belongs to all of us and we do not want to be squabbling all the time. We must have some laws that will do for all of us. I asked them if they would agree to have laws for all to live by, and they agreed. Then I took two of the most obstreperous boys and made them storekeepers. "Now you two boys are to take care of these toys and are to give them to the children. Here is the key to the closet where they are kept, and here is a book and pencil to keep account of them, and at the end of the day we will see how it turns out." Then these boys, not with gentle methods or words, got the children in line with: "Youse who wants toys stay in line now." After getting them in line they opened the door of the closet, and the children one by one came and got what they wanted, and they even took what they did not want because there was none left of what they wanted, and departed in peace.

Nothing is evolved that is not first involved, so there must be a great fountain of humanity in God or there would be no humanity in the world.—*John W. Chadwick.*

A WINDOW-PANE REVERIE.*

I STOOD by my study window after dark. An electric light a few blocks distant cast shadows of the small limbs of a tree upon the window-pane. Those shadows were in constant motion because of the wind blowing thru the trees. Thru the dancing shadows I saw the brilliant light against the darkness of the western sky. My breath condensed into moisture on the cold glass, and thru that moisture the electric light shone in the center of a brilliantly colored circle, composed of myriads of pencils of light, radiating from the dazzling central point. As the moisture evaporated the pencils became fewer and coarser, bright lines and fragments of lines rather than pencils. A few breaths on the glass, more moisture condensed, and again the pencils were in myriads. I enjoyed the small but brilliant view in the same spirit in which I enjoy the starry heavens on a grand mountain outlook.

As I looked I thought of many things. I thought of my own mind with its wondrous thinking machinery; I thought of my eyes and of their marvelous mechanism by which the brain received so much thought-producing material; I thought of the burning furnace within my body that sent out heated air laden with the invisible vapor of water; I thought of the laws of heat and cold by which that vapor was instantly condensed and became visible when it came in contact with the cold glass; I thought of the transparent glass and of all the changes it had passed thru since it was a mineral in the primeval rocks; I thought of the tree with its naked branches, whose fibers were being toughened by constant wrestling with the wind; I thought of the leaves that in a few weeks would cover those twigs and conceal from me the electric light; I thought of the invisible air with its strange elements and properties, and of the laws of meteorology that produced the wind; I thought of the electric wire and of the distant copper mines from which it came; I thought of the mysterious force that we call electricity, of the coal, the engine, the machinery that produce it, and of the light that it produces; I thought of the mysterious thing that we call light and of the laws of light that gave me those penciled rays; I thought of the things that

*Reprinted from *Birds and Nature* with the consent of the publishers.

were made for "glory and for beauty" as well as for practical utility; and I thought of God.

And so, according to such knowledge as I had of psychology, of physiology, of physics, of meteorology, of botany, of mineralogy, of chemistry, of optics, of electricity, of æsthetics, and of natural theology, were my thoughts manifold, rich, suggestive, correlated, inspiring, spiritual even, in their last analysis.

That which to many would be a thing of no interest, a commonplace sight not worth a second glance, was to me full of beauty, tinged with glory, spiritually helpful, and an occasion for praising and worshipping God.

ROSELLE THEODORE CROSS.

JUST A LITTLE BIT OF BABY.

JUST a little bit of baby,
 Twenty pounds and nothing more,—
 See him floor his giant daddy,
 Weight two hundred, six feet four.

Just a little bit of baby;
 Any beauty? not a trace,—
 See him stealing all the roses
 From his lovely mother's face.

Just a little bit of baby,
 Ignorant as he can be,—
 See him puzzle all the sages
 Of his learned family.

Just a little bit of baby,
 Walking? no; nor crawling even,—
 See him lead a dozen grown-ups
 To the very gate of heaven!

—*Amos R. Wells, in Good Housekeeping.*

KINDERGARTEN MEETINGS, DISCUSSIONS AND
ITEMS.

**NOTICE.—Important Change of Dates for the
International Kindergarten Union
Meeting.**

As we go to press a telegram reaches us from Miss Laliah Pingree, chairman of the Boston Local Committee, announcing the dates to be changed from April 2-4, to April 23-25. No explanation is offered.

The following additions are made to the program as it appeared in the January number of the Kindergarten Magazine.

Round Table, Miss Caroline T. Haven, Chairman.

A. How Shall We Raise the Standard of Instrumental Music for the Kindergarten?

B. The Standard of Requirement for Training Teachers.

C. The Standard of Requirement for Supervisors.

The name of Mr. Samuel F. Dutton is added to the list of speakers for the Training Teachers' Conference.

The Local Committee is planning excursions for Saturday morning to places of historic interest near Boston, Plymouth, Concord, etc.

On Saturday afternoon a reception is tendered by the "College Club" to delegates and visiting members of the International Kindergarten Union.

The Elizabeth Peabody House extends its hospitality and will be open to all visitors in the afternoon from 4:30 to 6 p. m., when tea will be served.

This program is subject to change at the discretion of the Executive and Local Committees. A program as complete as possible will be published in the March number of the Kindergarten Magazine.

FANNIEBELLE CURTIS,
Corresponding Secretary and Treasurer.

Brooklyn, January 13, 1902.

MEMORIAL TO MISS GARLAND.—The wish has been expressed, among those who value the rare quality of Miss Garland's work as an educator, that there should be a worthy memorial of her long, devoted service to the cause of education.

During the difficult pioneer years, when the kindergarten was hardly known in Boston, she toiled bravely on, almost single-handed, but with a steadfast belief in the truth of Froebel's principles.

She ever subordinated self, and all worldly advantage, to the ideal, for the attainment of which no sacrifice was thought too great.

Believing that the best way to perpetuate the memory of this valued life, which was filled with noble activity, would be by a *living* memorial, we present the following plan for your consideration:

It is proposed to raise a sufficient sum of money to place the kindergarten of Elizabeth Peabody House upon a permanent foundation—*in her name*.

Elizabeth Peabody House, already the memorial to Miss Peabody and Miss Weston, will thus be bound to our hearts by a threefold cord of blessed association as it becomes also the memorial to Miss Garland.

The interests of this house were very dear to her. We can hear her voice in answer to our question: "How shall we show our love?" saying: "Carry on my work! Help the children!"

We feel assured that no other memorial could so perfectly fulfill Miss Garland's wishes, or our desire for a worthy expression of grateful affection, as this which we have named.

The plan is presented to those who were once little children in the Chestnut Street Kindergarten and School, and to the families represented; to those who were students in the training-classes—her "daughters"; to her coworkers in the Eastern Kindergarten Association, of which she was president for many years, and to her friends generally.

It is earnestly hoped that all who have felt her influence will unite in this thank offering, each giving what she can, no matter how small individual amounts may be, for, as Miss Weston used to say: "*Many mites are mighty!*"

Contributions may be sent to Mr. Arthur D. Hill, 1035 Exchange Building, Boston, Mass.

Mrs. Henry S. Grew, Mrs. Oliver F. Wadsworth, Mrs. James B. Greenough, Miss Laliah B. Pingree, Miss M. Elizabeth Lombard, Miss Laura Fisher, Miss Lucy Wheelock, Mr. Arthur Dehon Hill, for the committee.

MR. FRITZ KOCH delivered a lecture before the Kraus Alumni Kindergarten Association on Dec. 14, 1901, at the Tuxedo, New York. Mr. Koch is a kindergartner, a student of the Royal Academy at Berlin, and a friend of Dr. Pappenheim.

The subject was, "The Child as Artist." After defining art, Mr. Koch spoke of the mental process in the child's mind, as observed by Sully, Rich, and Earl Barnes, together with his own observations of twenty children for two years, which pointed to similar conclusions:

The child's pleasure in drawing consists: 1, in the movement; 2, in making changes, *i. e.*, from plain to marked paper; 3, in imitation. He begins with aimless scribbling, impelled by motor impetus; later, when the visual image overcomes the motor image, he makes representations. At first he draws from memory not observation, because while engaged in drawing no energy is left for seeing. Fancy and knowledge are also elements. He portrays what he knows, not what he sees, hence the houses in which three sides are shown, etc. His drawings are often out of proportion because the important object is enlarged for emphasis. This is a true art instinct.

To the child-mind beautiful and novel are often synonyms. Fragmentary drawings are due to the fact that children do not see wholes, and execute the parts as they recall them. Individuality should not be mistaken for hieroglyphics. The peculiarity which marks one child's tree was not added for any reason, but because it is his sign for tree. One object often suggests another. The sun recalls the moon and stars, and all appear in the picture.

Correct position should be required and the large muscles used first. A free, bright mind should accompany the free use of the body, with the senses alert and the soul in harmony.

"The successful kindergartner gives, first, sympathy, then understanding, technique, and suggestion" (Hicks). The materials often hamper free expression, *i. e.*, the child sees surface rather than outline, but the crayon demands lines. Do not expect accuracy before there is strength to express it. Make the lessons short and the movement rapid, and end when interest flags.—*Nelly A. M. Cook.*

THE Department of Superintendence of the N. E. A. will hold its annual meeting in Chicago Feb. 25, 26, 27, 1902. The program promises lively discussion upon important topics by eminent educators, and the convention will well repay all who can plan to attend its conferences. The papers which will mean most to our readers are the following:

Tuesday, February 25, A. M.—"What is the Real Value of Examinations as

Determining the Teacher's Fitness for Work?" by E. G. Cooley, superintendent of schools, Chicago.

Tuesday, February 25, 2 P. M.—"The Practical Application of all Learning to Better Living," by D. L. Kiehle, professor of pedagogy, University of Minnesota. Discussion opened by Prof. George E. Vincent.

Wednesday, February 26, A. M.—"The Danger of Using Biological Analogies in Reasoning on Educational Subjects," by Dr. Harris, U. S. Commissioner of Education.

Thursday, February 27, 9:30 A. M.—"The Sociological Aspect of the School, Involving Children Having Unfortunate Environment; the Treatment of Truant Pupils and Defective and Dependent Children," by Francis W. Parker, director of the School of Education, Chicago.

"The High School as the Peoples' College versus Fitting Schools," by Dr. G. Stanley Hall.

2 P. M.—"College Graduates in Elementary Schools," by Thomas Balliet, superintendent of schools, Springfield, Mass.

"Psychology of Fun," paper by W. B. Hill, chancellor of the University of Georgia.

"Educational Needs of a Democracy," by Charles D. McIver, president of the State Normal and Industrial College, Greensboro, N. C.

THE Jenny Hunter Alumnae Association held a meeting at Normal College on Saturday, December 7. After a short business session Mr. Hamilton W. Mabie addressed a large assemblage of members and friends of the association. His subject was: "The Myth in Literature and Education."

In his usual telling style he pictured for us man living his life perfectly unconscious of nature and passing away without ever having given it a thought; ever having come into contact with it, and of no greater importance or significance to nature than is the ant to us. He asked if that is the true idea of the relation between nature and humanity and made his hearers feel with him that it is not. He made it very clear that we cannot study humanity without studying nature nor nature without humanity. "The moment we begin to study nature we look at it from a human point of view and it becomes at once personal." We cannot, he told us, acquire deep knowledge and understanding of nature without sympathy and imagination. Nature, Mr. Mabie declared, was studied from the beginning of the world, tho perhaps unconsciously. In the days of mythology the world seemed new to the race and to them all things were full of life, and today we are coming back to this view of the newness and freshness of life.

The myths grew out of the desire for expression. Facts were personified which lack of knowledge and want of experience had made men feel yet not understand. The myth reflects the spiritual and intellectual life of the race. It embodies religion, art, science, philosophy, poetry and literature. By the mythology of a people we can gain a pretty accurate idea of that people. Mr. Mabie then went on to speak of the similarity of the central idea of all mythologies, climate and mode of life making changes tho not of vital importance. He spoke of mythology as dealing with the three most interesting characters to man, no matter what his development, namely, the one who achieves, the one who experiences, and the one who suffers, for we all desire to achieve and experience and we all *have* to suffer. The lecturer then discussed stories in general and their legitimate place in education. He contended that we love stories not only because of the amusement which they afford us but also because they express what we would love to express but cannot. Creation, Mr. Mabie said, must take the place of imitation in the schools. Science cannot go beyond a certain point, imagination must be called into play. After all, the result is of greater importance than the process. We can afford to forget the process when we have obtained the result. The millennium will not be reached until imagination is given the freedom and attention that are today bestowed upon observation. Mr. Mabie ventured to predict that there will be true contentment in the world only when every human

being is able to create for himself something admirable of its kind and find joy in thus creating—when we will all use freely and joyfully the God-given power of creation.—*A. C. B.*

The Sixth National Congress of Mothers will be held in Washington, D. C., February 25-28. Delegates and visitors who are planning to attend should write for full particulars to Mrs. Robert Cotten, corresponding secretary N. C. M., The "Cairo," Washington, D. C. The usual reduction of a fare and one-third will be given.

The Sixth Congress will be held in the First Baptist Church, Sixteenth and O streets. The public generally is cordially invited to attend the sessions of the congress.

The "Cairo," which is within two blocks of the church, will be the headquarters for delegates and visitors, and also for the president and other officers.

Rates will be \$2.50 per day for two in a room; \$3 for one in a room.

Boarding places can be had from \$1 to \$2 per day.

Several kindergartners will have a room in the building where the congress meets, which will be "The Children's Room," and will take charge of the little ones during the sessions of the congress.

Luncheon of bread, milk, and crackers will be provided, if desired; and the children will be entertained in the attractive ways that kindergartners know so well how to use, thus enabling many mothers, who are so situated they cannot well leave their little ones, to enjoy without anxiety the sessions of the congress.

Delegates and visitors will be requested to remove their hats and bonnets during the sessions.

Delegates are requested to bring all programs and printed matter relating to their local work for filing in the National office.

THE Wisconsin State Teachers' Association met in Milwaukee in December. Miss Nina C. Vandewalker was chairman of the kindergarten section, whose sessions were full of interest and value. "Instrumental Music as a Factor in the Kindergarten Program" was the subject of one discussion. Miss Grace Peterson gave the opening talk. H. O. R. Siefert advanced the opinion that many of the kindergarten songs were beyond the range of the children's voices; that they were taught too many, and learned but few of them perfectly. Mrs. Jessie L. Gaynor's view was, that the children's voices were wide in range of tone, but that the teachers could not compass this range, and hence the songs were poorly taught. A practical demonstration of rhythm work in the kindergarten was given by Miss Mabel Comstock to show how rhythmic movements may grow naturally out of the thought underlying the work. Movements of animals and plants, and the activities of the farmer, were represented, as well as physical movements given to different kinds of music.

Before the session closed the chairman made a strong statement urging the formation of a permanent organization of kindergartners in the state, since the section meetings were not adequate to the needs and possibilities of the situation. Accordingly, the chairman was empowered to appoint a committee to draw up a plan of permanent organization to be voted upon at the kindergarten section of the State Teachers' Association in 1902.

FROM the mountain homes of Kentucky comes another earnest appeal for the wherewithal to sustain the free kindergarten established at Berea in the spring of 1901. We can conceive of no better missionary work than that which, thru Berea College, carries the light of knowledge and the boon of training into these remote mountain regions. Any who feel impelled to respond to the call from the local manager may be assured that they are aiding a fruitful work. The kindergartner is Mrs. J. Hammond Tice; Ida L. Brooks is manager and Anna F. Hanson treasurer. The following extract gives a picture of the situation in few words: "In the North the great movement is the

kindergarten. If children who have every advantage need such training, how much greater is the need where the children have no advantages! In the South the children of the mountaineers are shut away from the progressive part of the country because of lack of water-ways, railroads, or other connection with the outside world. Few books, few pictures, find their way into the hills. *There are more than a dozen counties that do not possess a printing press!* Our money last spring came mostly from the children of the North. They stood by us well! The work proved successful and is expanding so that we need more help. What will *you* do for 'Abe Lincoln's kindred' in these 'shut in' places?"

THE following vital questions will be discussed at the meetings of the Kindergarten Alumna Club of Louisville, Ky.:

November: 1. What are the fundamental interests peculiar to kindergarten age? 2. What shall be our guide in selecting subjects for the kindergarten? 3. How far should the child's experiences limit us in the selection of kindergarten subjects? 4. How are subjects to be correlated? 5. What place has nature work in a kindergarten program?

February: 1. In what ways do children spontaneously express rhythm? 2. Can a sense of rhythm be developed in one deficient in this sense? 3. At what period of the day is rhythm given to the best advantage? 4. How much does the rhythmical element contribute to the popularity of traditional games? 5. How early and how long does rhythm appeal to the human being?

May: 1. When is a realistic story to be preferred to a fairy tale or myth? 2. Should the moral be emphasized? 3. What place should the humorous have in story-telling? 4. (a) How can the story be used to develop the power of expression in the child? (b) What should the form of expression be? 5. About what literary ground should a primary teacher expect a kindergarten child to have covered?

MRS. LOUISE POLLOCK, one of the quaintest figures in kindergarten history, has passed on, and we can only feel that she has gone into the "children's heaven." A familiar little figure, she has appeared in the midst of educational congresses for the last twenty years, always cheery, *naïve* and childlike. When in Berlin, some years ago, I carried greetings from her to an elder brother, who appeared in the immaculate uniform of a Prussian officer, being of unusual height and dignity. Mrs. Pollock first became interested in infant sciences in the city of Paris, and pursued the subject until she came up to the Froebel literature, and as early as 1864 opened a kindergarten at West Newton, Mass. In 1874 Mrs. Pollock studied in Berlin, and later settled in Washington, D. C., where she has talked, written, sung and played games in Froebel's name for twenty-five years. Mrs. Pollock was of Polish birth, altho born in Prussia in 1832. She died July 26, 1901, and public memorial exercises were held in October of last year. Her work is being continued by her daughter, Miss Susan Pollock, in Washington, D. C.

AT the January meeting of the Kraus Alumni Kindergarten Association Mrs. Kraus lectured upon "The Ideal Educator." She spoke of the great changes which the past one hundred years had brought; and the consequent change imperative to the living, growing kindergartner in order to meet the conditions of the present; of the necessity for every man and woman to be fitted for a life worthy to be lived; of the too great stress laid upon literary and scientific education, and the little upon those arts which go to make the ideal home. Diesterweg, an outline of whose life, by Mrs. Kraus, appeared in the January number of the KINDERGARTEN MAGAZINE, proved to be the "Ideal Educator." We are first imitators, then creators; and we imitate for good or evil. Man can only be original in his selection of that which he shall imitate. So we must go back to the simplicity of the real Froebel, then all kindergartners shall stand together under his leadership. It means serious, earnest labor for the kindergartner; the observation and emulation of such

men as Froebel, Pestalozzi, and Diesterweg, "to go back to whom verily means to advance."

A Kindergarten European Tour will be conducted this summer by Mrs. Mary Boomer Page. Sailing from New York on June 28, by the North German Lloyd line, the southern trip via Gibraltar to Naples will be taken. The important points in Italy, Switzerland, France and England will be visited, and Bayreuth also, giving opportunity for attending the music festival. The tour is planned to cover seventy days. Arrangements may be made to extend the trip, including a special Froebel tour, for such as wish to take advantage of this unusual opportunity. There are a few vacancies left. Correspond with Mrs. Page, 530 E. Forty-seventh street, Chicago.

THE new collection of rhythms, marches and games, compiled by Mari Ruef Hofer, Vol. II of her series of "Music for the Child World," has been delayed in press in order that certain copyright privileges might be secured of old and desirable compositions; both the author and publishers regret this delay. However, all orders now held will be filled at once from the first copies received from the printer, who assures that the same will be ready within a month. This collection is being eagerly waited for, and promises to be just what kindergartners need, which need is probably no better known by any musician than the author of the "Music for the Child World." Vol. II., \$1.00 net; 11 cents for postage.

MRS. W. N. HAILMANN is now comfortably settled in a beautiful home at Yellow Springs opposite Antioch College, where her daughter is her constant guardian and where Mr. Hailmann is able to spend Saturday and Sunday with them. While Mrs. Hailmann is in excellent physical health her mind is still clouded. She is able to receive visits from time to time. Mr. Hailmann as superintendent of the Dayton schools is most successful in developing the Froebel principles thruout the system, which is attracting the attention of educators to no small extent.

THE Department of Public Instruction for the Philippine Islands reports that some soldiers have been examined and detailed to serve as teachers in the government schools. We quote from General Superintendent Atkinson's report: "If properly managed hereafter, the Bureau of Education in these islands, with good American teachers in every pueblo, can be more beneficial than troops in preventing future revolutions. When the children are on our side we naturally have the mothers, and the mothers, especially among the Tagalos, carry influence."

THE annual Kindergarten Summer School will be held in connection with the Pedagogical Department of the Chautauqua, N. Y., Assembly during July and August. The model kindergarten will be conducted by Miss Frances Newton. The usual courses will be offered for professional kindergartners: "Recent Kindergarten Developments and General Theory," by Miss Amalie Hofer; "Use of Brush, Pencil and Colors in the Kindergarten," Miss C. C. Cronise; "Music Studies," Miss Mabel Corey, of Erie, Pa.

MISS SUSAN E. BLOW will give a course of five lectures, under the auspices of the New York Kindergarten Association, as follows:

February 6, "A New Experience and Its Interpretation."

February 13, "From the Kindergarten to the Home."

February 15, "First Climax of the Program."

February 20, "The Beginnings of Emancipation."

February 27, "Fighting the Spark of Patriotism."

THE kindergartners of Michigan met at Grand Rapids during the holidays in the kindergarten department of the State Teachers' Association. In addition to reports of the various training interests in the state a valuable pro-

gram was carried out. Mrs. Treat told an Uncle Remus story and Prof. Graham Taylor discussed "The Kindergarten as a Factor in Social Settlement Work," giving incidents from the Chicago Commons kindergarten history to reinforce his arguments.

ON Thursday afternoon, January 9, the Kindergarten Club and the Mothers' Kindergarten Union of Dayton, Ohio, held a joint meeting at which they had the pleasure of being addressed by Miss Caroline T. Haven. Many of the primary teachers of the city were present. During the afternoon an informal reception was held, at which the kindergartners enjoyed an exceedingly suggestive and helpful conference with Miss Haven on various kindergarten topics.

THE Kindergarten Department of the Southern Educational Association met in Columbia, S. C., in December. Among the topics discussed were: "The South's Great Need of Good Kindergartens"; "What do you Consider the Most Important Features of the Kindergarten from the Standpoint of Preparation for Later Education," and, "What Modifications do you Think Should Be Made in Kindergarten Methods in the Light of Modern Criticism?"

WE call special attention to the criticism by George P. Brown of Stanley Hall's "School of the Future." This address will be remembered as one of the high lights of the last N. E. A. Dr. Hall may be called in many respects the Rousseau of modern pedagogy, in that it is not always easy to discriminate between his brilliancy and his soundness. Many are inspired by the former, and quite as many find their patience taxed by the latter.

ST. LOUIS WORLD'S FAIR is to have a special building for educational exhibits, and Mr. Howard J. Rogers, who directed the great exhibit for the United States at Paris, is to be chief of the department. The special committee on exhibits and congresses is Wm. T. Harris, Lewis H. Jones, Nicholas Murray Butler.

GINN & COMPANY, Boston, have removed the offices which have been on Tremont place for twenty-five years to No. 29 Beacon street, the site of the John Hancock House. The firm as a whole, and especially the senior partner, Mr. Edwin Ginn, has been a warm and consistent friend to the kindergarten cause.

JAMES L. HUGHES made a holiday call at the editorial rooms of the KINDERGARTEN MAGAZINE, much to the edification of the editorial staff. Mr. Hughes spoke before the Michigan State Teachers' Association, which met at Grand Rapids Christmas week. His theme was "Dickens as an Educator."

THE New York Public School Kindergarten Association announces that Miss Mari Ruef Hofer is to give four lectures on music on Fridays, at 4:15 p. m., on January 24, February 7, February 21, and March 7. The lectures will be given at the Normal College, Sixty-eighth street and Park avenue.

THE Chicago Kindergarten College Alumni have arranged to have Graham Taylor address them February 1, at 3 p. m. No admission charged. Subject: "The Contribution of the Kindergarten to Social Progress."

THE executive committee of the N. E. A. announces the selection of Minneapolis as the meeting place for the Forty-first Annual Convention of the Association, July 7-11, 1902.

MISS MARY J. RIDER of Philadelphia writes that she has had the KINDERGARTEN MAGAZINE since 1893, "wishing it success in its beneficent work."

MISS LILIAN ARCHIBALD has been elected president of the Chicago Public School Kindergarten Association, being successor to Mrs. Mary Blodgett.

DR. EDWARD H. GRIGGS will address the Chicago Kindergarten Club in February.

SOME NOTES ON BOOKS.

THE MAKING OF AN AMERICAN. By Jacob A. Riis. It is the story of a truly strenuous life that we read in these stirring pages, and one that will hold the reader's attention from the first page to the last. The style is Jacob Riis' own. The directness and picturesque snap of the skilled reporter are in every line, and the frank confidence with which he tells his story is irresistible in its charm. The making of this American began in Denmark with a good heredity and wholesome home environment. His graphic words teach us to love the quaint country and good king to which he was always loyal, and we follow the romance of the sweet Elizabeth with all the interest the most exacting novelist could desire. We will not tell the reader how it ends, and he must not read ahead to find out. The early years in America were as severe a training as could well be imagined. We marvel and rejoice that the extremes of neither loneliness, cold, hunger, nor abuse could conquer that indomitable will, that splendid faith. A strong sense of humor was certainly his good angel in many trials. The Wanderjahre, however, do come to an end. Then follow the experiences as police reporter and the long battle with the slums in which he came, he wrote, he conquered, glorifying his profession by dedicating his pen to the service of the weak and the cause of pure government. The fighting instinct is certainly well developed in Jacob Riis, and he uses it to good purpose. The modestly told story rings like a bugle call to awaken the lethargic and revive the faint-hearted and discouraged, and well will it be for America when the civic hero is recognized and honored as is the wearer of the soldier-straps. The disheartened workman will find here a message for him and the educator, the philanthropist and the citizen will read answers to some of their riddles. He will be counted as one of the epoch makers in the history of civic reform, and the children whom he loved and for whom he labored should know him and his part in creating the Higher New York. The chapter wherein is told how he knew that the American "was made and finished at last" will thrill all who love that name. The following general survey of his life illustrates the style and spirit of man and book:

Looking back over thirty years it seems to me that never had man better a time than I. Enough of the editor chaps there were always to keep up the spirits. The hardships people write to me about were not worth mentioning; and, anyway, they had to be to get some of the crankery out of me, I guess. But the friendships endure. For all the rebuffs of my life they have more than made up.

New York: The Macmillan Co. Price \$2.

SAND LESSONS FOR THE LITTLE ONES. Nature's Alphabet. Practical Aids and Suggestions for Teaching the Three R's and Drawing in Infant Schools and Nurseries. By N. Mumbray. These lessons form a series for teaching the three R's to young children by reducing the letters of the alphabet and the ten digits to three classes—those based upon the circle, those upon the straight line, and those made up of combinations of these two. The child's mind is led from an observation of a red ball to a red circle drawn upon the board, and from a straight pointer to a straight blue line upon the board

The blue and red letters derived from these lines are copied upon sand-covered slates or trays. The youngest children draw them with the finger; the older ones use a slender wooden pencil. To America this book comes with a belated message. Did we still teach reading letter upon letter, syllable upon syllable, word upon word, as a few decades ago, the idea here proposed would be received with alacrity by teacher and child. But in the light of the advanced methods of initiating children into the mysteries of written language, the most picturesque system based on learning single, arbitrary signs must be criticised as too abstract and analytical for the infant mind, even tho the mediums used are those dear to every child. The use of sand for early lessons in drawing is legitimate and the suggestions given in the book are practicable. They call for the employment of the fundamental muscles in representative and creative work, and afford a happy occupation for children too young to wield a pencil. But by the time children are ready to read, in these latter days, they are able to begin to use the pencil itself for writing and need no previous training in writing in the sand. The book is fully illustrated with large red and blue letters and many drawings of fruits and vegetables based upon the circle. Handsome paper and type. London, England: O. Newmann & Co. Price, 4 shillings net.

THE WOULD-BEGOODS. By E. Nesbit. A family of English boys and girls, in despair over the fruits of their unintentional misdeeds, form a society "whose aim is nobleness and goodness and great and unselfish deeds. We wish not to be such a nuisance to grown-up people and to perform prodigies of real goodness. We wish to spread our wings and rise above the kind of interesting things that you ought not to do." So runs the constitution (?) in part. The story is told in the third person by the oldest boy, who has the good opinion of himself which is characteristic of his years. He is a clever and interesting boy study. Indeed, each child character is well drawn and stands out as a distinct personality. The children's ill-judged but well-meant plans end frequently in disaster to all concerned, punishment following swiftly and surely. But they are honest children, intelligent, true to their ideals and each other, and their acquaintance will benefit other children, despite the too frequent use of slang. We hope the book may help young folks to see some things from the adult's standpoint. The great moral of the story might be summed up in a phrase we find in the first chapter. This is a reminder not "to pull ropes unless you are quite sure what will happen at the other end."

New York: Harper Bros. Price \$1.25. Illustrated.

DICKY DOWNY. By Virginia Sharpe Patterson. This autobiography of a bobolink is another contribution to the literature that makes for mercy. Not only should the small boy and girl read it, as they will with interest, but it is written for the special edification of *la belle dame sans merci*, we were about to say *la belle dame sans pensée* might be more just. At any rate, it presents a mirror to the unthinking woman of fashion and makes her see herself as do Dicky Downy and some human folks, to whom flightless wings, and breasts that no longer may beat with joy, suggest barbarism rather than beauty when seen on a hat. The chapter on fashion, here dubbed "The Ruler with the Iron Hand," is a strong bit of satirical writing. One bird dealer has

handled in one season thirty thousand bird-skins—which means that many more of the helpless young have also perished for women's vanity. It is time we began to think in larger numbers. "Dicky Downy" will waken many sleepers. The book has many bright and happy incidents, and is illustrated with colored plates and pen drawings. American Baptist Publication Society. Price, \$1.

THE BOY'S ODYSSEY. Walter C. Perry. The preface of this handsome little volume tells us that it was originally written for the amusement of the author's infant son (in his seventh year). "It was inspired by and is partly founded on the admirable translation of the "Odyssey of Homer" by Messrs. Butcher and Lang, which . . . has been freely quoted and to which it is hoped that it will serve as a stepping-stone." The picturesque simplicity, vigor, and directness of the perennial old epic are found in this arrangement, as is the frequent recurrence of certain phrases which is so marked a feature of the Homeric poems. Once the child has gotten into the swing and spirit of the verses, for so they may be called tho not arranged in poetic form, he will assuredly follow with increasing interest the adventures of the oft baffled but finally victorious hero. A delightful book for a father to read with his growing boy. New York: Macmillan Co. Price \$1.50.

THE *Review of Reviews* for January contains an article on the Nobel prizes and their founder. Alfred Nobel left a large fortune, the interest of which was to be divided into five equal portions, to be distributed every year as rewards to the persons who had deserved best of mankind in five departments of human activity. The fifth one goes to the man who "shall have done the most or the best work for the fraternity of nations, the suppression or reduction of standing armies, and the formation and propagation of peace congresses."

MR. ERNEST SETON-THOMPSON insists that his animal stories are true in every particular. He admits that he has sometimes ascribed to one animal hero the adventures and talents of several others, but that these incidents are all actual animal experiences.

THE Prang Educational Co. have published a charming calendar, with pictures of wild animals drawn from life in most spirited manner to charm all who see it. The drawings by Charlotte Leaming will delight the children.

"SOCIAL INSTITUTIONS" is the interesting title of a new volume by Denton J. Snider. The institutions treated in this book may easily be guessed to be "The Family," "The State," "The Church," and "The School."

IN the *Educational Review* for December is a thoughtful study of "Play-ground Education" by Joseph Lee. It is written in a clear, vigorous, sympathetic and incisive way that is very delightful reading.

"IMPROVEMENT OF SCHOOL GARDENS" is the subject of an article by John W. Spencer of Cornell University in the January *Chautauquan*.

MISS EMILY HUNTINGTON has brought out a new edition of "How to Teach Kitchen Garden."

"Come let us live with our children"--Froebel

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KINDERGARTEN MAGAZINE

Vol. XIV.—MARCH, 1902.—No. 7.

TWENTIETH CENTURY SERIES.

“A SIMPLE LIFE BOTH FULL AND FREE.”

FRANK A. MANNY, ETHICAL CULTURE SCHOOLS, NEW YORK CITY.

MEN have always dreamed of Utopia and the Forest of Arden, and at least unconsciously have worked toward them until it is surprising to us, when we stop to think, to find how far these dreams are seeking realization for the most plastic years of life in the modern school. It would be worth the while of some pedagogical seminary to study this problem for a semester.

This summer I turned aside from the whirl of London for some school visiting, and found myself in two hours' time in a new world. New and yet very familiar, for so much that they were doing at Bedales was what I have so long wanted to do. One could easily find faults here and there—all the teaching was by no means the best that one could find, there was an evident lack of some desirable phases of æsthetic interest—but they were all living a natural, simple, free, full life, and what else can measure up to that achievement?

A number of years ago Cecil Reddie and Edward Carpenter founded Abbotsholme, and this has become, under the management of the former, a school for boys of the “directing class.” Its aim is aristocratic, its life plain and healthful. From it have sprung one school located in the Hartz Mountains of Germany, and another in France—all three reactions against current secondary school practices. One of the masters at Abbotsholme, during his days at public school and college, had dreamed of the days when he too should be a master in a public school, but the experience of one year proved to him that he could not remain in that system, and he entered upon this new plan heartily. But even this failed to satisfy him, and he drew apart and began in a quiet way with boys whose ambitions were to be in a very different

sense the "directing" class. Soon the fact that men and women live together in the world led him to feel the need of having boys and girls together, and the school was opened to both sexes.

The natural growth of the school led to a change of site, and a farm a little way out of Peterfield, in Hampshire, was bought and fitted up. One of the greatest tributes that could be paid to the school came to it at the time of this removal. The English man and maid have strong local ties, but when the school moved, the entire house force of nearly a score, with one exception, due to an invalid relative, went with the school.

The day at Bedales opens early—each boy has his bath, he has slept in a room with windows wide open regardless of weather. There is a full but not hurried round of duties. The children of each sex remain in their own building until after breakfast. For the rest of the day they are together. Lessons begin in good season, and the heaviest book work comes before the "long break" in the middle of the morning. At this time biscuits for lunch are brought out into the glass-covered courtyard. Then more lessons—between periods there is always time for a run out of doors. Dinner comes at noon—there is plenty of time, but none too much, for preparation and "inspection." It is interesting to watch the children waiting to be passed upon as to cleanliness of nails and hands, etc. They have no waste time, and these precious moments are valued as time for reading. I could not see that the teachers had done anything more to bring this about than to teach the children to read easily and well, and to furnish them with abundance of good material; but whenever there was a spare moment, waiting for meals, etc., a large number had their books and were thoroly enjoying them. The lessons include shop work, which boys and girls alike take and enjoy. After a plain, hearty dinner, with no pastry, the afternoon is spent in outdoor work—some go to the garden, some to the bees, others to the dairy, etc. I watched two boys and a girl make butter. Some of the children care more for this line, and they are assigned to it by twos regularly one day of each week. A third, who has a major interest somewhere else, assists the two in charge, a new person being assigned each week or so.

The latter part of the afternoon is given over to play. There are cricket games in which girls and boys alike participate. Some of the masters and mistresses play with them, and some play ten-

nis in another field, but everyone is playing as a matter of course. All are dressed for outdoor life in the afternoon. There is a quiet do-as-you-please time before tea, and in the evening chorus practice, then gymnastic exercises for those needing them, one recitation for older students, a quiet time for reading in the library, chapel exercises at which the entire household is present, a lunch of milk and biscuit, and then to bed. Of course, another bath before retiring. Isn't a day like that worth while?

On Saturday afternoons there are expeditions, and there is much freedom allowed; the older pupils go off on trips very much as they please. There are the times in which the individual gets his best opportunity to look after his hobby. The following list will indicate what some of these are: library, botany, farm, hay making, photography, hockey, gardening, outdoor photography, fencing, golf, tennis, butter-making, ornithology, embryology, workshop, stuffing, debates, book-binding, architecture, surveying, carving, bees.

On Sunday there is a school service; those who wish to do so go to the village to attend church. There is much music at the school, time for long walks and for the talks that one never forgets.

One cannot put the life of this community into words. There are scores of little things that I recall that seem insignificant except when they are considered in the light of the whole. One thing that is very noticeable is that the masters do not act as if they felt that they are carrying a great burden of responsibility. One would think from appearances that they too enjoy life. They seemed rather to pity us unfortunates who have rounds of social duties and no time to play and to enjoy the children. They are near enough to London so that they can go in for an entertainment when they wish. The winter and summer vacations are long enough to give them city life, or a trip to the continent, or a visit to the home of some pupil. Each summer before the last term there is a camping trip lasting a week or more. It would seem that this program would make up a real year of life.

Mr. Badley is the central force of it all. I talked with pupils, teachers, neighbors, parents and visitors, and all were alike impressed with the simple power of the man. He is a boy among the boys, he lives with them, his sleeping room is in their very midst, he is most approachable and knows the outer and inner life

of all, yet does not seem to be burdened or hurried. When his class is dismissed, all rise and stand until he passes from the room, yet there is not the slightest hint of ceremony or affectation about it. The whole school is permeated by his spirit. I chanced one afternoon to come upon him at work with several of his finest boys cleaning out the earth closets. I learned, not from him, that this most menial task he always attends to. He and the boys were dressed in white flannel, and they moved about with an ease and dignity worthy of the highest task that man could find. Quite by chance I learned that Mr. Badley is a lover of Whitman and Carpenter. His everyday life illumines their words. It is very easy to talk of democracy, "contact with the soil," "individuality," etc., but when one sees what a beautiful thing it is to live the life, he wonders why it is not more frequently done.

A CHARACTER.

GRAVE, yet serene, he moves along,
Nor heeds the strife that round him sways;
Alone amid the crowd he stands,
And service true fills out his days.
"So noble that he cannot see
He stands in aught above the rest,"
But wears his greatness carelessly,
And bears a lily as his crest.
Clear, searching eyes that see thru all,
A smile imprisoned in their wells,
Which ever and anon breaks forth,
Like sudden gleams from hidden dells.
A tenderness of thought and act;
A brow of intellect and power;
A bearing that makes men respect,
And all things evil shrink and cower.
A patience rare and absolute;
An utter love of what is true;
A glance that sweeps the stars in heaven,
Yet notes a flower's faintest hue.

—*Selected.*

MENCIUS, PHILOSOPHER AND REFORMER, CHINA,
372 B. C. to 289 B. C.

BERTHA M. TRASK.

TO an American, China and the Chinese have always been the embodiment of all that is represented by the word foreign. Their appearance, their habit of thought, their manner of life are as completely the opposite of ours as is the location of their country on the globe. The inference would naturally arise that there must be a marked difference in the mental equipment of this people, and that a study of their early teachings would reveal a new system of philosophy. But when we become interested in Mencius and his philosophy we soon forget his nationality, and remember only the common humanity, that there is one Father, and all mankind are brethren. Should we omit names and a few tinges of local coloring we could easily believe that our philosopher belonged to the twentieth century, and that his famous mother was a president of a modern mother's club.

Mencius, or Mang-tsze, as the Chinese call him, was born about 372 B. C. and was a cotemporary of Aristotle and Epicurus. His father died when he was only three years old, and he was left to the care of his mother, who discharged her trust so faithfully that she has been called for two thousand years the model mother of China. Their home was near a butcher shop, and when little Mang began to run about he played at butchering animals. His mother, fearing that such surroundings would make him cruel, moved opposite a cemetery. This was visited day and night by relations of the dead, weeping and worshipping. Mang imitated their ceremonies, and fearing that he might become hardened to sorrow she moved again opposite to a market place. Soon Mang began to practice the art of trading and bargaining with his playmates. Not considering that occupation the noblest one, his mother moved again, this time choosing a school for his environment. He was much interested in the school and soon became a regular attendant. A Chinese proverb says: "Formerly the mother of Mencius chose out a neighborhood."

Seeing a butcher killing pigs Mencius asked his mother why he

did so. She replied: "That you may have food." In order that her statement might be strictly true she bought some of the meat for his dinner.

One day Mencius came home from school just as his mother was finishing the weaving of a web. She asked him how he had been progressing in school. "Oh, well enough," he replied carelessly. Picking up a knife she cut the web into strips. "Why did you do that?" he asked. "To show you what you are doing with your opportunities," she replied. It is said that he was never again careless about his studies.

Mencius is more than forty years old when he comes before us as a philosopher and public character. He must have spent much time in study, investigating the questions which were rife as to the fundamental principles of morals and society. The history, poetry, institutions, and great men of the past had received his careful attention. He intimates that he had been in communication with men who had been disciples of Confucius, and he was always his faithful disciple. Like Confucius he had a school of eminent disciples. One of his sayings is that "It would be a greater delight to the superior man to gather the youth of greatest promise around him, and to teach and train them, than to enjoy the revenues of the kingdom."

He directed his attention to two specific lines of study, concerning the nature of man and the best form of government. He taught that the nature of man is good. He said: "The tendency of man's nature is like the tendency of water to flow downward. By striking water you may make it fly over your head, and by damming and leading it you may make it go up hill. But such movements are not in accord with its nature; it is the force applied which causes them. When men do what is not good their nature has been dealt with in this way."

He insists on the constituents of human nature, dwelling especially on the principles of benevolence, righteousness, propriety, and wisdom or knowledge, the last including the judgment, or conscience. He says: "Some constituents of it (of human nature) are noble and some ignoble; some great, some small. The great must not be injured for the small, nor the noble for the ignoble."

When he considered how far the conduct of mankind fell short of his ideal of human nature he was indignant. "There is nothing good that a man cannot do, he only does not do it."

At the time of Mencius, China had three different schools of philosophy which he considered equally incorrect.

One proclaimed the dissolution of ranks, and advocated a return to primitive simplicity. They called learning, quackery; statesmanship, craft and oppression; prince and peasant should be on the same level, and every man for himself. There was a leader who was one of the earliest champions of the laboring classes, and he made use of the same arguments to be found now among those who never heard of his existence. His followers wore clothes of haircloth, and carried plow handles and shares on their backs. They were eager to discuss the profoundest problems, but it was their pride to labor with their hands. They came to the gates of a city and the king asked Mencius to confront them. They declared that a prince should govern and at the same time prepare his own meals. Mencius said: "Does your master sow the grain and eat the produce?" "Does he weave the clothes and wear his own manufacture?" "Does he make his own cap?" "No," says the innovator, "he gets it in exchange for the grain; to weave it would interfere with his husbandry." "Then," says Mencius, "is it the government of the empire that alone can be carried on with the practice of husbandry? Great men have their proper business, and little men have their proper business. Some labor with their minds and some labor with their strength. Those who labor with their minds govern others; those who labor with their strength are governed by others; those who are governed by others support them; those who govern others are supported by them. This is a principle universally recognized."

Another philosopher said: "Let us eat and drink; let us gratify the eyes and ears; let us get servants and maidens, beauty, music and wine."

A third heresiarch of a different type said: "Men should love others as themselves; princes, the states of other princes as their own; children, the parents of others as much as their own." Mencius thought this contrary to the Confucian theory about five relations of society, and opposed it. The principle of each one for himself does not recognize the claims of the sovereign. To love all equally does not acknowledge the peculiar affection due to a father. "But to acknowledge neither king nor father is the state of a beast."

In the midst of lawlessness, wickedness, heresies, and misery Mencius looked out and said: "If heaven wishes that the kingdom should enjoy tranquillity and good order, who is there besides me to bring it about?" China was divided into small kingdoms and governed on the plan of a feudal constitution. The different kings and nobles were in constant strife, and envy and jealousy filled the land.

Mencius held that royal government is an institution of God. An ancient sovereign had said that "Heaven having produced the people appointed for them rulers." He thought a good government must first make the people well off and then educate them. No one was fit to occupy the throne who could be happy while the people were miserable. Taxes should be light, and agriculture and commerce be promoted. He had schemes for drainage, irrigation of land, and free trade for commerce. An assured livelihood must be secured for the people, for without this their minds would be unsettled; they would break the laws, and the ruler would punish them, punish those whom his neglect of his own duty had plunged into poverty, of which crime was the consequence. He had plans for four kinds of educational institutions, but he thought it useless to press them until the condition of the people was improved.

He taught that while government is from God, the governors are from the people. "Heaven sees as the people see. Heaven hears as the people hear." If the king is not worthy he should be dethroned either by the royal house, or, failing them, by any high minister not of the royal house; or, as a last resource, he believed heaven would raise up a leader from the people themselves who should attract their attention and draw all hearts to him. With these views in mind he started out to find a king who would support them, and, becoming a model king, influence all China by his example. For twenty years he wandered from one king to another. He was as fearless as John Knox. He lectured great men and ridiculed them. He unfolded the ways of the old sage kings and pointed out the path of universal sway; but it was in vain. The last court at which we find him was that of Lu, probably in 310 B. C. The marquis of that state had given office to a disciple of his and he hoped that might be a means of a favorable hearing. So it nearly happened. The marquis had ordered his carriage to be yoked, and was about to step in and proceed to

bring Mencius to the royal palace when an unworthy favorite stepped in and diverted him from his purpose. The disciple told his master what had happened, reproaching the favorite. Mencius, however, said to him: "A man's advancement or arresting of it may seem to be affected by others, but it is really beyond their power. My not finding the marquis a ruler who would confide in me and put my lessons in practice is from heaven." He had striven long against adverse circumstances, but now yielded, regarding this incident as a final intimation to him of the will of heaven. He withdrew from public life, and passed the last twenty years of his life in the congenial society of his disciples, giving the finishing touches to his works. Living, he may have been a failure; dead, yet speaking in his works, he has been a great power among the ever multiplying multitudes of his people. His spirit tablet has occupied a place in the temples only second to that of Confucius. In Tsauhien is a magnificent temple to Mencius, and in the courtyard is a large marble statue of him. It shows much artistic skill and gives the impression of a man strong in mind, thoughtful and fearless. His living representative lives in the city and thousands of Mangs are to be found in the neighborhood.

Mencius' writings are in the form of conversations. When he conducted an argument his custom was to outwardly assent to the premises of his opponent, and then, by a series of questions skillfully put, to force his antagonist to draw absurd conclusions from his own statements, to which Mencius would triumphantly call attention.

In regard to one of the most noted characteristics of the Chinese people, their belief in the superiority of China over all nations, we find the following statements of Mencius:

"I have heard," said he, "of men using the doctrine of our great land to change barbarians, but I have never heard of any being changed by barbarians."

The works of Mencius are taught in the schools, and his political principles are considered the Magna Charta of China. It is impossible to measure the influence of this man, but it is interesting to note how the interpretation of his teachings is restricted by the limitations of Chinese thought, and how principles which are so broad as to present a government which would be ideal even to the most advanced nations of modern civilization, are so warped

and twisted in the Chinese mind as to produce the extreme of poor government and the degradation of millions of the people, of whom Mencius believed "there is nothing good that a man cannot do."

The following are a few of the noteworthy sayings of this great man. First is his ideal of a great man.

"To dwell in love, the wide house of the world; to stand in propriety, the correct seat of the world; and to walk in righteousness, the great path of the world; when he obtains his desire for office, to practice his principles for the good of the people; and when that desire is disappointed, to practice them alone; to be above the power of riches and honors to make dissipated; of poverty and mean condition to make swerve from the right, and of power and force to make bend. These characteristics constitute the great man."

"Benevolence subdues the opposite as water subdues fire. Those, however, who practice benevolence nowadays do it as if with one cup of water they could save a whole wagon-load of fuel on fire; and when the flames are not extinguished, should say that water cannot subdue fire. Moreover, this conduct greatly encourages those who are not benevolent."

"Never did one who bent himself make another straight."

"They are great men who follow that part of them which is great."

"The multitude wait for an impulse; the few arouse themselves."

"When a man is not in the habit of saying: 'What shall I think of this? What shall I think of this?' I cannot do anything with him."

"There are three things which are unfilial, and to have no posterity is the greatest of them."

"Good laws are not equal to winning the people by good instruction."

"The great man is he who does not lose the child heart."

O CRYSTAL pool and silvery moon,
So clear and pure thou art,
There's nought to which thou wilt compare
Except a Buddha's heart.

—*The Chinese Boy and Girl* by I. T. Headland.

TWENTY KINDERGARTEN TRAINING SCHOOLS.
WHAT THEY TEACH AND HOW AND WHY—ALSO
REPLIES OF LEADING KINDERGARTNERS
TO IMPORTANT QUESTIONNAIRE.*

VIRGINIA E. GRAEFF, CLEVELAND.

V.

REPORT ON THE SIMPLIFICATION OF KINDERGARTEN PRACTICE.

The following questions were sent to the practical kindergarten:

Believing that much of kindergarten practice now followed is too difficult for children of from three to six years, and deeming it frequently beyond the range of children of three, four, and five years of age, these questions have been formulated to present in a report on the simplification of kindergarten training and the application of this principle to kindergarten practice.

The answers are to be tabulated and read at the meeting of the International Kindergarten Union in April (1901).

Will you kindly assist me in presenting this problem: How shall we simplify our work without loss to kindergartner or child?

GIFT AND OCCUPATION.

1. *a.* Please mention the simplest way of using the kindergarten gifts and occupations, that you have found successful with children of three, four, five, and six years of age, making especial note of the way in which you use gift and occupation with the youngest children.

b. How do you use number, form, and design with gift and occupation with older and younger children?

c. Do you use all of Froebel's gifts and occupations? If this is not the case, which gifts and occupations do you deem the most essential for the child's development?

d. Do you use the large gift and occupation material? If in use in your kindergarten do you use it entirely or as supplementary to the smaller material?

e. Have you supplemented the gifts with nature work and with constructive work made with other than kindergarten materials? Do you use basket weaving in your kindergarten?

HOUSEHOLD WORK AS SUPPLEMENTARY TO GIFT AND OCCUPATION.

2. Have you introduced any household work in your kinder-

*Continued from the February number.

garten, such as dusting tables and chairs, washing of the lunch plates, etc.?

STORIES, SONGS, GAMES.

3. *a.* Have you ever found the typical stories, songs and games in current use in the kindergarten too difficult for the ordinary child to follow? If this is the case, will you mention a story, song, and game in which the thought, language, music, and action seems outside the child's experience and beyond his comprehension?

Have you found "The Knights" understood by the children? If not understood, can you suggest any way in which its principles can be retained and its details simplified?

b. In your kindergarten do you play the Froebel games, games of skill, race games, and the incidental games made by the children?

NATURE WORK.

4. *a.* How have you used nature work in your kindergarten?
b. Have you a garden? *c.* Have you pets?

PICTURES.

5. What use have you made of pictures in the kindergarten?

BLACKBOARD.

6. How is the blackboard used in your kindergarten?
a. By kindergartner? *b.* By children?

DRAWING AND COLOR WORK.

7. What place do drawing and color work occupy in your program?

a. How used by the kindergartner? *b.* How used by the children?

GRADED WORK.

8. *a.* Do you feel the necessity for more definite grading in kindergarten practice for gift, occupation, song, story, and game, so that the child of three and four years may have his rightful share in the kindergarten thought as well as the child of five and six years?

THE QUALITY OF HUMOR IN SONG, STORY, AND GAME.

9. *a.* Beside the Neidlinger Song Book, can you suggest any music, either instrumental or vocal, appropriate for kindergarten use in which humor is found?

b. Name any stories appropriate for kindergarten use in prose or poetry, besides the writings of Mrs. Wiggin, Miss Nora A. Smith, and Miss Poulsson, in which you have found this quality.

10. Mention the time limit you follow in giving kindergarten exercises—gift, occupation, song, story, games, morning talk.

FOREWORD.

The following answers are from sixteen kindergartens in different parts of the country. We have found, on a later study of these papers, that we have sixteen, and not fourteen, sets of answers, as previously stated, from American kindergartners, and one from the kindergartner of foreign training. As in the reports from training schools every question is not answered by every correspondent, but the answers taken together make an aggregate of 168 from the practical kindergartners against 860 from the twenty American and one foreign set of training school papers. This gives a total of 1028 answers in all. In the following answers, private, public, and institutional work is represented, and New England, the Middle States, the Midwest, and the South are in evidence. Illinois and Wisconsin are the states that represent the farthest West. We regret that we have no answers from the Pacific Coast. The geographical range in these replies is not quite as wide as in the training school report.

Because of the limitation of time and space we pass the answers of the practical kindergartner without individual comment, reserving a word for the final summary. To the question under gift and occupation let us first group the following nine answers, which are brief and to the point:

GIFT AND OCCUPATION.

1. *a.* Please mention the simplest way of using the kindergarten gifts and occupations that you have found successful with children of three, four, five, and six years of age, making especial note of the way in which you use gift and occupation with the youngest children.

I use the gifts in all the ways given by Froebel. The pleasure which these uses give the children, and the things they accomplish, lead me to believe them good.

By free play, with suggestions made when necessary by the director.

With younger children almost entirely imitation and suggestion. With older children adding some definite directions so that they may have more material for self-expression.

1*a.* A suggested play in which the introduction is so fully and interestingly given, that the child has a clear and definite image from which to work.

1. No children under four in classes. Introduction of the gifts

thru free play, the working out of sequences by imitation, suggestion, and dictation following in order given. The occupations with all children largely free.

A greater part of the gift work has been given by imitation and free play, giving the material that will best and most easily lend itself to the expression of the child's thought.

I have found giving a very short, simple sequence, followed by absolute free play, to be a simple and successful way.

1a. The simplest, and, I think, the best use of the kindergarten gifts and occupations is to use them simply as a mode of expression. This means to use any material at any time it is needed to express the idea then uppermost. With the youngest children I use blocks of the following sizes generally. Parallelopipeds $6 \times 3 \times 12$; cubes $6 \times 6 \times 6$; long square prisms $3 \times 3 \times 12$; short square prisms $3 \times 6 \times 6$; and triangular prisms cut two from 6-inch cube.

The gifts are used by the youngest children in as simple a way as possible, playing with them in every exercise. Little appeal is made to the intellect, and only occasionally does the child tell what he has done. His part simply is *to do* and *to play*, and the kindergartner's part here being to unite all in story or in some shared experience. With the children of next age, those between four and five, more definite work is done and more response expected from them. More difficult sequences in life, beauty, and knowledge are given; fundamental and simple ideas of form, color, number and size, position and direction now begin—more appeal to intellect. The older children have more sequence work in all, and the oldest do more creative work, sometimes free and sometimes based on fundamental forms.

I have found that the kindergarten gifts and occupations are most successfully used as means thru which the child may express the images which are forming in his mind because of his contact with life; and for the sake of making these images more definite and vivid, I believe that, especially with the youngest children, the work with gifts and occupations should be largely suggestive, and that the self-activity of the child should have free expression.

The longer answers are next in order, which we find interesting and suggestive:

I feel that gifts and occupations should be presented to small children in a very simple manner. Let it be as nearly play, directed play, as one can possibly make it. Little children demand symbolism and live thru representation. Technical language should have no place in instructing such very small children. When the child has reached the second year of kindergarten he should be ready for larger things, and he should then call a cylinder a cylinder, and a triangular prism by its correct name. The thought of

play should not have so prominent a position, yet by no means should it be eliminated.

The simplest way of using the gifts is certainly that of free play with suggestions here and there from the kindergartner. The small children work also by imitation and very simple dictation. I use the simplest forms in dictation with the four-year-olds, while the older ones are capable of taking more complicated work. In sewing I use the mere outline of simple forms, ball, apple, pear, horseshoe, etc., using but one color, and having the stitches as long as possible and still keep the desired form.

Folding.—I let the children fold the simpler folds, and then in order to finish the piece of work I help by folding the more complicated ones. I prefer to use the 5x5 squares.

Weaving.—I use the 5x5 mats with $\frac{1}{2}$ -inch strips, and even then I find it hard for some to grasp the work.

Drawing.—The children are allowed to illustrate the story or thought as best they can, and I make suggestions here and there.

Cutting.—The best success I find I get by drawing the outline for them. The free-hand cutting is very crude indeed, and oftentimes does not resemble the object they wish to represent.

Peas-work.—I use the wires and peas, only making very simple forms, and being careful not to have too many wires in one pea.

Modeling.—The children follow dictation, which is probably more imitation, as I usually make the same thing the children are making. Then I confine myself to objects derived from the sphere, cylinder, or cube, with very little alteration; such as a ball, apple, logs for cabin, nest and eggs, marbles, basket, etc.

Hollow modeling I only attempt with the older children, and perforating has been discarded altogether. The sand-table is used mostly for free play. The pasting I use in the making of chains, and very simple parquetry designs and the mounting of the cutting. Have also used it in the making of flags of other nations, such as the French, Dutch, Swedish—our own flag being too difficult for the wee ones.

Our most successful work with the youngest children has been ball games, and games with the Second and Third and Fourth Gifts, with supplementary material, *i. e.*, dolls, toy animals, toy dishes, etc. The children have washed and ironed the dolls' clothes, made real cookies, cocoa, etc., for their lunch. Each of the older children has furnished a doll house, using much outside material in their constructive work. All of the gift and occupation work is based on the children's interests, and is used to encourage self-expression and creativity. Most of the work with the youngest children is suggested work. The older children have more free play and more constructive work, also more difficult suggested work.

Gift lessons with First Gift, in which some activity may be ex-

pressed, as, swinging pendulum, windmill or cartwheel, hopping birds, hiding games (played as the thimble game is played) where the ball is hidden in sight.

Color Games.—"Green is the color this birdie now wears on each wing. Fly away, little red bird," etc. Guessing the color of the missing bird.

Second Gift, Games of Activity.—Sphere for horse, cube for wagon, cylinder for barrel of apples, flour, etc. Some games with different forms, recognizing different forms, finding others like them and classifying them as to form.

Other Gifts—Representative and free play along the line of thought; group work.

Occupations for younger children: clay, sand, color work with water-color paints; simple lessons (imitative) on using colors, half of the paper blue for sky, half green for grass, or half blue, other half left white for snow scene.

Needle used with thread and worsted, and large holes, far apart. The children five and six years of age in addition do constructive folding, viz., tables, chairs, beds, etc., for our playhouse. Simple weaving, using large mats of heavy paper, strips one and one-half inches wide, and do the weaving with their fingers. The principle of weaving is first learned by weaving the fingers over and under, and by using the slats colored, in an oilcloth mat, or in a heavy manila mat.

We give the gifts and occupations to children three years old largely by imitation, after having shown them the object which we are to represent with the gift or occupation. With the oldest children we have the object first, then call on them to create the form from their mental images with as few suggestions as possible from the teacher. All new children are given imitative work. The four-year-old children do less imitative work than the younger ones. We do not have many six-year-old children, or rather they are six toward the last of the term, so we do not plan to any great extent for them; but as the last of the term comes we plan more free expression, such as free cutting, drawing, etc., and expect better results from them. My kindergarten is usually graded into four sections, so that it is not difficult to do this.

In the use of gifts and occupations we have followed Froebel's plan, based upon the law of development, from the simple to the complex. In each gift we have tried to keep a just proportion between the life, beauty, and knowledge forms. The life and beauty forms are given by imitation, dictation, and free play. We do very little direct teaching. Try to evolve the lesson from the child, thru story, song, and game, thru conversation, and by judicious questioning. If we follow Froebel's directions the gifts are so graded that a teacher of judgment may always find work suited to the age, the development, and the condition of the child.

The occupations illustrate the gift or the thought of the day or week, which is the inspiration also of the gift work.

Have found some of the occupations which were formerly given to the younger ones not suited to their development, altho they have their proper place with the older children. Some of these are the fine sewing, perforating, and the narrow strips for weaving. We have found pasting of large circles, inch parquetry cutting, painting, crayoning, stringing beads, clay, sand, and other occupations not requiring accuracy, most suitable to young children, while with older children accuracy is most important, as the following occupations indicate: folding, pasting, cutting, intertwinning, etc.

To the next question under Gift and Occupation: How do you use number, form, and design with gift and occupation with older and with younger children? we read as follows:

Gifts.—With first gift I use number games. With building gifts number is learned incidentally, by practical use, *i. e.*, so many cubes, or twice as high. Design, first by imitation and dictation, then by free work.

Occupations.—Number, with beads, parquetry, clay, weaving, folding, tiles. Form, with clay, cutting, folding, drawing, painting. Design, with parquetry, folding, cutting, clay, weaving, sewing.

Number, form, and design are expressed thru gift and occupation either playfully, or because of an actual *need* felt on the part of the child—as in making and furnishing a playhouse we *need* to know the height of wall and door, the form of a chair, the best pattern for an oilcloth, etc.

We use clay principally for occupation. Whenever form, number, and design come in as necessary parts for the completion of the image they are used, otherwise as superfluities and forced knowledge they are considered unnecessary and unwise.

Incidentally as to number and design. Form is used to illustrate the subject to be worked out.

Number is emphasized in each gift, in the daily calendar, counting the children, etc.

With the younger children little is attempted or expected. With the older children whenever an opportunity presents itself in connection with gifts and occupation materials.

Number has been used as a background for the gift work, and has been given thru finger plays, and two or three minutes' preliminary play, quick and bright, to emphasize number. Form has been given much in the same way.

Number, incidentally from the first. The latter half of second year some formal work with gifts. Very little study of form with younger children. Possibilities in design shown with gift thrv

dictation and suggestion. The occupations used for the most part for free work.

With the younger children number, form, and design are developed only incidentally thru contact and play. The older children enjoy working out simple problems, especially with the Fourth Gift. Simple designs with rings and sticks; form with clay.

With the younger children number is developed incidentally, with the Hailmann beads, with chains, two strips of one color and two of another, or two and one, three and three, or two red balls are taken away, etc. Sense development of form and design with the older children is brought out from the laying of hardwood floor designs, stone sidewalks, bed quilts, and snow crystal forms, and pasting, or cutting and pasting the same.

I make use of number more especially with the gifts, bringing in the idea of one-half where it comes naturally. For regular number work, however, I use the Hailmann beads, giving them dictation work. The number work is about the same with the older as with the younger children, only that I do not expect the little ones to comprehend much above five, while the older ones I wish to grasp the idea of ten and more. We make no combinations with the small children and only incidentally some of the simpler ones with the larger children. Form is probably an incidental of every lesson with the gifts, but I do not plan a special lesson along that line. Certainly in the use of the clay form must be a predominating factor. Designing is used with parquetry and with the tablets, as well as with the Third and Fourth Gifts.

We use number and form, as they come in naturally in constructing with the gift or in the occupation. The older children are asked to tell how many blocks are needed to make an object or a part of an object. They are then told to find that number of blocks and construct with them. The younger children get their ideas of number largely by imitation, the teacher showing how many they need, at the same time calling the number by name, and asking the children to find that many from among their own blocks. They then use the blocks to make the object. Form is given largely by having the child select the form that is best for a certain purpose. Thru his play he is led to use that form and see if he selected wisely. We give very little design, always making some life form with it, such as stained glass windows, quilt pieces, etc.

With the little children number, form, and design are secondary things, and are brought in only incidentally, and always in form of play. With older ones they are fundamental; particular attention is called to all, so that child knows how many sides and angles a square has, having developed all in his play and use of gifts and occupations.

With the oldest children problems involving thought and some

reason are given suitable to the ability of children; the most advanced gifts are used for free directed building and for sequence in life, beauty, and knowledge forms. Children begin to say in short sentences and statements what they have done; to make more perfect and finished forms, to understand the simple analysis of form, and to do advanced number and problem work. The youngest children do only the simplest occupations, those that can be done with little appeal to thought and reason. They have the simple beginnings of all that will come later in the kindergarten.

The children learn of number and form incidentally in all their work and play. Often the older children have more definite number work, *i. e.*, the direction is given to build a house so many inches long and so many wide, etc. Design is used in decorating, constructive work, weaving cloth, making frames around pictures, and whenever it is needed in the program. The children design carpets, rugs, wall paper, etc., for their houses with rings, tablets, and sticks.

To the next question we find the answers in greater contrast:

c. Do you use all of Froebel's gifts and occupations? If this is not the case, which gifts and occupations do you deem the most essential for the child's development?

Two of the kindergartners reply in the affirmative to the first question under c, and a third adds that "in her kindergarten not one gift or occupation of Froebel is omitted or changed." Again we read:

We use all of Froebel's gifts, having introduced interlacing and pricking during the last year. The latter, however, in a very primitive way, using a pointed nail and large sheets of paper.

I consider the building gifts most essential to child's development—if it is necessary to make a choice—but each gift seems to have its own side of the child's nature to reach, and as we are striving to make him an all-around developed individual, should have its proper place.

The following answer slightly differs from the one preceding:

I use all the gifts, but find the Second in boxes, and the building gifts, most essential, with beads and pegs. I do not use all the occupations—a very little sewing for borders on picture frames, using tape-needle and wool. Folding, life forms, free cutting, drawing, blackboard and large crayons, painting with large brush, brush work with ink, a little mat weaving, one-half inch strips and cloth mats, basket weaving, clay.

The four following answers present a similar view:

All of the gifts have been used and many of the occupations; sand, clay, drawing being used to a greater extent than weaving, folding, etc.

Gifts—I use all of Froebel's gifts (10); sticks and lentils, very seldom. Occupations, I do not use all. I deem most essential clay, drawing, painting, cutting, folding, parquetry; also beads.

c. The gifts are all used, and such occupations as clay, sand, some cutting, folding, and tearing. Occasionally a little weaving is done, but not with the paper mats. We bring out the principles of Froebel's occupations in more practical work.

Pricking, interlacing, thread, and slate; slat plaiting not used.

The seven following answers we group together:

When they are really useful only. All are good, but none really necessary.

No; the building gifts, clay, sand, drawing, and color work. The two latter not given according to Froebellian methods.

No; the building gifts, clay, painting.

I do not use the pricking at all; sewing and weaving occasionally; sticks, rings, lentils very little, tablets frequently; clay, sand, painting, drawing, folding, more especially.

First Gift, Second, Third, Fourth, Fifth, Sixth; tablets of the Gifts.

We use mainly the first six gifts; the others are rarely used, and then only in a very simple way. We use simple folding and cutting, modeling, and the modification of Froebel's sewing—the sewing without a needle invented by Madame Kraus-Boelte, also some of her mats woven with slats.

No; we use the First, Second, Third, Fourth, and Fifth Gifts; the square and right-angled triangles in the tablets; only the three, four, and five-inch sticks; the rings, half and quarter; Hailmann beads, and the pegs and pegboards. Drawing, but not the Froebellian system, color and brush work, sewing, cutting, as formerly described; weaving of simple patterns; folding of both beauty and life forms; peas work, clay modeling, hollow modeling. The use of paste and paste brush and the sand-table, the rubber ball.

We very seldom use the last three of the series of gifts. The lentils we consider too small and not suitable for best development of the child. We would substitute lima beans or something larger. The pricking and fine sewing and weaving of fine mats we never use, as it brings the accessory muscles into use. Large work in sewing designs for borders, book covers, etc., and the weaving of large mats in either paper, leatherette, or cloth, we have found satisfactory. We do not use the work with peas for reasons already given. We use the representative gifts most, because of the greater possibilities found by the child for the expression of images directly resulting from his environment and interests. In occupation work we use free-cutting, weaving, and sewing, with zephyr, etc.; paper folding on a large scale, and cardboard modeling. We use clay, sand, painting with water-colors,

and ink, and drawing with such mediums as chalk and charcoal.

Most of the answers to the next question are brief and concise.

d. Do you use the large gift and occupation material? If in use in your kindergarten, do you use it entirely or as supplementary to the smaller material?

Yes, almost entirely.

Always when possible.

We use the large occupation material entirely. The large gift material generally supplements the smaller material, and is used mainly on the floor.

We use the large gift and occupation material as supplementary to the smaller material.

Yes, as supplementary.

Yes. Supplementary.

We have used both large occupation and gift material. The large gift material is used in connection with the small.

I have used the large gifts entirely and now as supplementary. It is not practical in a large kindergarten where twenty children are placed at a table.

We use the large 2-inch cubes, 4-inch cylinders, 4-inch square and triangular prisms for group work on the floor. All of our occupation material is on a large scale.

I am just beginning to use the large material, but we are only able to get it from the Board in the cutting and folding squares, the sewing cards, and the wide strip mats. The Board has also furnished the heavy worsted and the patent perforator. I would like to have all the material enlarged, but I must wait until the Board sees fit to substitute new for the old material.

We do not use the large gifts; as they are not made on any unit of measure they are not suitable for use at the table, and are clumsy and awkward for the child to handle.

No larger gift material is used. Larger weaving mats and sewing cards have replaced the smaller and finer ones used years ago.

Not the large gifts. I use large weaving, Dove crayons for drawing, and Chinese pencils for painting.

Not in use on account of expense.

We have never bought the large gifts. I have not felt sure they were as necessary for the children as some other large material that we use. We have a box of five hundred blocks ranging from 3x3x2 inches up to 24x3x2 inches. Every child plays with these once a week, usually entirely free play. I am sure that the old Fifth Gift is too small, but the others do fairly well. If

I were buying a new stock I would get the large gifts. We use the large Hailmann beads. We use the 6-inch squares of paper some, but as our children do only simple folding or cutting I find the 4-inch squares easier to use, especially for the young children.

The next series of answers follows these questions under Gift and Occupation:

e. Have you supplemented the gifts with nature work and with constructive work made with other than kindergarten materials? Do you use basket weaving in your kindergarten?

We have used nature work in connection with gifts; we have used twigs, straight and curved, with sticks and rings; all kinds of seeds and nuts, making furniture and dishes with acorns. We have never used material that would be less simple and require more skill in handling than the kindergarten material. Have found basket weaving somewhat too difficult for the children.

Nature work has supplemented the gifts, but never is used to the exclusion of the gifts Froebel planned. Some constructive work, as cardboard modeling, furniture, etc., is used.

Basket weaving, with raffia and soft wire, are used, and are greatly enjoyed by the oldest children.

We supplement the gifts with nature work whenever it is possible to gain the desired results with natural material, but never unless this can be obtained.

We weave every sort of flexible material that can be procured into chair backs, or thru the backs of settees, or anything that may be suggested by the children, until it seems as if *weaving* was the most important occupation in Froebel's group, but we have never made baskets—not from lack of competency on the part of the children, however.

We *do* supplement the gifts with nature work, and with constructive work made of various "outside materials." Yes, we use basket weaving with the older children. The use of "raffia" or "florists' fiber" we have found very satisfactory for five and six-year-old children.

We use a great variety of material with the gifts, such as dolls, wooden animals, etc. The nature material is used more for free play and with the sand-table. We use a great variety of material for constructive work. We are only doing a little basket work with raffia.

Our work is based upon scientific observations of our environment, and whatever in the way of so-called constructive work—basket weaving, etc.—is needed, we use.

In nature work we use thorn apples, etc. We do not use basket weaving, as we think it altogether too difficult for children of kindergarten age. We think it more suitable for the primary grades as a part of sloyd.

Supplementary nature and constructive material have been used very satisfactorily.

Two correspondents reply by affirmatives only to these questions.

One answer is in the affirmative in regard to nature and constructive work, but writes of basket weaving:

We have no basket weaving. We aim to give the children the principle of weaving, using heavy paper and slats at first, and heavy paper and strips later, large mats, and the children weave with the fingers.

Another answers "No" to nature and constructive work and "Yes" to basket weaving. Again, we read that nature and constructive work had been given, but that basket weaving is not used, as it is considered too difficult for children of kindergarten age.

Our next reply is affirmative in regard to nature, constructive and basket work.

The two following answers end this phase of the subject. To nature work, constructive work, and basket weaving, we read:

No; but I can see the value of the same, altho it would be difficult in some instances to do so.

I have not supplemented the gifts with nature work and constructive work. I do not use basket weaving.

The last question under this topic is in regard to household work as supplementary to gift and occupation.

Have you introduced any household work in your kindergarten, such as dusting tables and chairs, washing of the lunch plates, etc.?

In our answers we first group the affirmatives:

Every phase of housework possible in the kindergarten has been used, sometimes with telling effect upon the home life.

We use such "household work" as dusting, cleaning, washing dishes, etc., each group devoting one-half hour per week to caring for the kindergarten "home."

Our children assist in preparing and clearing the lunch table, help to keep the room orderly, etc. A number of our kindergartens have the children wash the lunch dishes. I would have our children do it if we were so situated that we could; but I should only have them do such work as would really be of service to the kindergarten as a social group.

The children dust the piano, keep the floor picked up, water the flowers, etc.

The children help with the home work, place and dust tables and chairs, wash brushes and dishes used for paste.

Two answers are in the affirmative without further comment.

The only household work that has been done is caring for their picture-books and toys, putting them away in an orderly way; helping in every way at any little luncheon that may come on festive occasions.

One correspondent says that household work has been introduced "to some extent," and another writes that it has not been introduced "with our regular work."

The children willingly dust tables, chairs, water flowers, wash lunch plates, etc., when it will really assist the kindergartners. We cannot teach children *everything* in the short time allotted each day. Froebel's ideal and Pestalozzi's were different.

Occasionally, before the opening exercises, the children dust the tables; but it is not considered *household work*, and in no case do the children do work that should be done by the janitor.

We have never introduced household work as a branch of instruction in kindergarten. The children are taught to be neat and orderly themselves, and that is all we expect of them.

No; not definite work. Once in a while the children help clean the cupboards.

Another reply is in the negative without further comment.

(To be continued in April number.)

CHRISTMAS ALL THE YEAR ROUND.

AIN' got much dis Christmas day,
What I has I gibs away;
Doesn' skasely seem wuf while—
Jes' a song an' jes' a smile.

When de day begin to break
An' I hahdly is awake,
Sun he wink his eye at me—
"Christmas gif'!" he says, says he.

An' de breezes, as dey blow,
Whah de boughs is bendin' low,
An' de clouds dat lightly drif'
Hails me foh a Christmas gif'.

Mistuh sun, up in the sky;
Mistuh wind, a-travelin' by—
Take de bes' I has along,
Jes' a smile an' jes' a song.

—Exchange.

FOR GOD AND SAINT GEORGE.

A VISION ON THE VELDT.

ALICE BUCKTON, SESAME HOUSE, LONDON.

Saint George the Martyr served under Diocletian; suffered at Nicomedia, in Bithynia, April 23, 303 A. D., for refusing to carry out the orders for persecution given by that great soldier.

Saint George appeared before the united armies at Antioch and at Acre, and became, thenceforth, the patron of Christian arms and chivalry.

He is represented as a mediæval knight in armor.

To you at home, to you afar,
Feeding the fires that light the war,
To you this tale of fear and awe—
Hear, ye rulers, hear!

“O CHILDREN of the earth, why will ye die?”
Between the camps goes up the nightly cry,
Upon the rolling veldt beneath the sky!

Was it from mortal mouth—some dying breath
That sobs itself away upon the heath?
Or voice returned from some unquiet death? . . .

Silent the pickets stretched into the night;
The glimmering watchfires kept their beacon bright,
When those that slept awoke in sudden light!

In heaven he stood; his helm a shining star;
His courser reined; his shadowy eyes afar
Watching the chances of the dying war.

Pale was his visage, terrible, austere,
It made the mortal spirit quake with fear,
So far he rode in heaven, and yet so near!

Beneath him lay the army on the plain,
And shouted in its dreams, “Saint George,” again,
Night after night, and mocked its dream as vain.

And still between the camps the wondrous cry
Rings out upon the veldt beneath the sky—
“O children of one earth, why will ye die?”

"Are these the arms I led to victory,
Where the loud paynim made high revelry
Along the pilgrim road to Calvary?

"Nations, who claimed me in your youthful flower
Whose heart I filled with visions and with power,
What have ye done to me, this fatal hour?

"Is it forgot— the fashion of my fame?
The legend of mine arms, is this the same,
That ever sprang the purer quest to claim?

"Champion of honest law and innocence
I served my emperor, glorying in the sense
Of might, that works thru man—Omnipotence!

"Only when he, my lord, that bitter day,
Threw faith and sweet humanity away,
My arm refused to lead the desperate fray.

"Down at his knees my shield and sword I flung,
Low to my leader's iron hand I clung,
But, from his colder lips, no comfort wrung.

"All, all thy glory wilt thou set at naught,
I cried, 'those warlike honors greatly bought?
Hark to the ages answering to thy thought!'

"Eight days in foulest fever dens I pined,
Eight days they racked my limbs, and piteous mind,
They bound my tongue—my soul they could not bind!

"They led me down between the spurning feet
Of soldiery that filled the angry street—
O, it was springtime, and the world was sweet!

"By blushing bush and thorn they led me down,
Beyond the gates, beyond the sunlit town,
And there I looked on God and Mary's crown!

"Have ye forgot it all? O race, whose mood
Of fiery gentleness and fortitude
Is bound to mine by nearer ties than blood—

"The martial faith, that, scorning casual ease,
Holds the great work of strife shall never cease
That taketh for *its end* the Greater Peace!

"In strife be brothers! Tho in awful play
Ye leapt to prove your strength, know ye today
God's will is this—ye put your swords away!

"Honor ye gave in manly words to each;
Yet Freedom's passion in your action preach—
The warrior's only tongue and chosen speech!

"When larger life the lesser must outwear,
But never from that lesser draws a tear,
Sad waves the last triumphant banner there!

"As men that drew from one first fatherland
Respect the herald of unseen command,
That cries—Enough; give ye the brother's hand!

"Call for a peace that history shall not rue,
Meeting each other as the great may do,
And build a friendship honoring man and you!

"Tho faith were broken—rulers led awry—
Passions aroused that could not be put by—
Read all by each his own humanity!

"O Larger Land! O nation I have led!
O heart that still compels the hand and head,
The hour is yours! Let but the word be said!

"Is there no messenger, as he, to send—
My soldier-saint, who died without a friend
On Egypt's Nile—whose knighthood none may mend?

"When England's heart, tumultuous as the sea,
Awakes, a million-voice shall cry, 'Send me!'
And none shall doubt that mighty heraldry!"

And fainter on the night returns the cry
Over the dashing veldt beneath the sky,
"O children of one earth, why will ye die?"

TWO SESSIONS.

MARIA KRAUS-BOELTÉ.

MY interest in the promotion of true kindergarten education, intended to help prepare coming generations for higher ideals and a nobler life, has perhaps never been so strong as at the present time, when there seems to arise a danger to "paralyze" this fundamental idea. Inflicting two sessions per day on the kindergartners, who already have such great responsibilities resting with them, and equally with the young children, at the plastic age and delicate period of their kindergarten days, would seem as if the most practical and "telling" point were to be left out.

If it were that the public school had for an aim to compensate the children under school age for the lack of family education, then the kindergarten should change its character, and become a sort of "crèche" where the children are kept and "cared for" from early a. m. until p. m.; and such a kindergarten would be identical with our charity kindergartens and day nurseries; and, as a characteristic, such places include, or should include, domestic exercises and experiences, as otherwise found in an "organized home," of which children of this class are mostly deprived. Similar work is being done in the Pestalozzi-Froebel House in Berlin, Germany. The question in regard to the public school kindergartens seems to be a different one. What may be advisable for "charity work" among the poorest and poor cannot apply to the public school work. It would not be an "intelligent philanthropy" were there not made a difference in the education of the children of the poor and those of the "well-to-do" classes, as serious discords might entail between "inclinations" and the fulfillment of duty. The practical reality should not be forgotten.

To have "two sessions" with the same children and the same kindergartners, to be required to pass morning and afternoon engaged in the peculiar methodical occupations of the kindergarten, which engage the intellectual powers to a certain degree, would only tend to fatigue and strain the children as well as the kindergartners. And, also, it would be impossible to do "ideal" work for

the same kindergartner when under the strain of two sessions with two different "sets" of children.

If it were a possibility to have gardens connected with the kindergartens, the difficulty of two sessions could be settled harmoniously, garden culture being one of the best means of education; and the afternoon session could come in for this with the same children. On the other hand, I do believe in an "afternoon kindergarten," with fresh groups of children and fresh kindergartners in rooms which have been made perfectly fresh and clean again after the morning session. Should, however, for one reason or another, the same kindergartner be employed for two such sessions, then another point would have to be considered, namely, "remuneration for the double work," as the extra expense of vitality, nerve power, and time, would be great. We do not deny this justice to our seamstress or the day laborer. Froebel expresses this in one of the songs in his *Mother-Play Book*, viz., *The Target*. My conviction, however, remains, that I should consider such a strain to result in the ruination of the health of our young kindergartners, making them, in course of process, "unfit" for their vocation, as well as for their probable "future" calling as "mothers of families."

The matter is serious. Nature and her laws forbid such proceedings. "The string of the bow stretched too tightly will break." This might further result in that the "class" of kindergartners would undergo a change in quality, in place of the able, devoted and consecrated young women of today.

To follow Froebel means "the application of natural laws"; and for this reason alone the kindergarten should *not* be conducted under conditions opposed to nature's laws.

Many years of struggles, and hard but happy experiences, I have to note in kindergarten work, and my interest in the advancement of our great cause, as also the "well-being," development, and growth of our young kindergartners, as also primarily of "the children of our lands," have been ever of greatest interest to me, and my sympathies are with them, in questions of "difficulties," as also in the happy results of their work and their success.

Joy and pain our teachers are;
We know not which for us shall come,
But both are Heaven's high ministries.

—*Susan Coolidge.*

GARDENING THE BETTER HALF OF KINDERGARTENING.

ADDRESSES AT THE CHICAGO KINDERGARTEN CLUB—WINDOW GARDENING—GARDENS FOR THE FEEBLE-MINDED—CLEVELAND HOME-GARDENING ASSOCIATION.

THE familiar intercourse of the child with nature occupies so important a place in Froebel's plan of education that there seems an element of injustice to him in calling that a kindergarten which has no garden of plants as an adjunct. The thoughtful kindergartner feels this, and whatever the limitations of a city environment, endeavors to grow a garden of some kind, however small the scale.

Dissatisfied with their meager opportunities in this respect, the kindergartners of the Chicago Kindergarten Club met on January 12 to compare notes on just this question. The excellent program of the day was in charge of an active and successful committee, Miss La Ome Ladd, chairman.

The kindergartners wished to view the subject of gardening in a broad, inclusive way, as well as from its purely kindergarten aspect, and hence had called in as their first speaker Mr. James Minnick, Superintendent of the West Side district of the Chicago Bureau of Charities. He told of the successful development in Chicago of what originated in Detroit as the "Pingree patches." To those familiar with the tin-can and waste-paper products of the average vacant lot, it was refreshing to hear of areas that were made to blossom into wholesome "garden sass" by the efforts of amateur farmers.

In the case of Chicago's attempt at enlarging at one and the same time the productiveness of nature and of human lives, the *use* of the land has been given gratuitously for this purpose by the landowners. In one district a farm of forty acres has been divided into 115 gardens. The people supply their own tools and pay their own carfare; the seeds are obtained of the county commissioner, and a hired superintendent instructs the novices in the essential principles of agriculture. Early in the season the gardens required three days' attention a week, but when fairly started one day a week, for weeding, sufficed. Potatoes were the principal crop raised, tho carrots, beans, and onions also flourished. Great favorites of the Italians were the brilliant red peppers, which

later seasoned their savory national dishes. Corn was tabooed, for wisdom forbade the cultivation of a plant whose height would obstruct a clear view of the field and possible plunderers.

An endeavor was made to obtain a report of the number of days spent in gardening, amount of carfare expended, etc., but it was difficult to obtain exact data. From 12½ to 20 bushels would be raised in a garden; the value of a garden's crop depending, after elimination of the nature element, upon the amount of care and labor put upon it. One industrious woman raised enough cabbages to supply herself with sauerkraut for the winter, besides a surplus to give away or sell to her neighbors.

This gardening served the Bureau of Charities as a kind of touchstone wherewith to test the genuineness of those asking help, for the chronic tramp soon sought pastures new and less laborious. Those truly deserving work appreciated more and more this opportunity for regaining a foothold among their fellows.

The majority of the farmers are women, with their children. Obligated to scrub or launder or cook thru the week, they devote their Sundays to their small portion of God's earth, and often the entire family will take the street-car trip and make a gala day of it.

No kindergartner needs to be told that the best fruits of this work in the open are the intangible ones. The necessarily close contact with nature, the acquaintance with her inexorable rule of growing thistles from thistles and figs from figs and good fruits only from well-cared-for plants; the opportunity for parents and children to thus live together for a few hours, close to Mother Earth and her growing things, away from crowded city streets—all these experiences will tend toward a harvest that will ever enrich our community life.

One most happy result of the several years' experiment was the organization of the workers into a Friendly Club. This meets at Hull House twice a month, not for amusement, but for the interchange of experiences and consultation about agricultural problems, with special kindly reference to "greenhorns," as they term the beginners in the art. From this mutual exchange of practical opinion the spirit of the club has grown to feel the necessity of expression in other ways. The members look after each other in sickness or trouble; those who were once close to desperation or degradation have been helped to struggle back to self-respect and a hope for better things to come. No longer depend-

ent on the Bureau of Charities, their attitude toward it changes entirely; they know the officers as friends and counselors, and each other as neighbors in the highest sense of the word.

Another interesting experiment described by Mr. Minnick was

AN OBJECT LESSON IN STREET ADORNMENT.

Certain citizens wished to discover how far public spirit could be aroused in a miserable neighborhood by a well-planned object lesson.

Mr. Manning, of World's Fair fame, went to Ewing street and carefully noted its latent possibilities. Every house and front yard was studied, and seeds and other material distributed. Six window boxes were put up, and hydrangea, spirea, ivy, and other vines planted, besides, in the back lots, poplar and elm trees; \$192 was thus expended in beautifying the street. The response of the neighbors was most gratifying. As the Italians took the best care of their flower wards their window boxes were most beautiful. There was little or no vandalism, for the far-sighted experimenters enlisted the interest and help of the children in planting and weeding, and hence the young people constituted themselves the guardians of the peace and property.

CAUSE AND EFFECT AS SEEN IN NATURE.

Mr. Ira B. Meyers next addressed the club, pointing out certain considerations which made nature work invaluable for the child under our present economic conditions. The following points were gathered from his address:

What one generation does with difficulty the next does with ease. One of the hardest things to do is to convince the skeptical that one environment has an influence different from another; that city architecture and show windows have effects different from those of country surroundings.

One great disadvantage of city life is the lack of apparent connection between cause and effect. The housewife wants a piece of cloth and goes down-town and buys it. Nothing is seen of the long processes which necessarily preceded the final supplying of her need. So with the child. In the city his wants are filled without much need of his observing or reflecting or drawing his own conclusions. But observation of life in nature brings him back to a knowledge of the relations of cause and effect. The great educational thing is seeing growth. In observing the slow development of the plant from the seed, and the imago from the cocoon.

results are seen of far-away causes. The element of time is conspicuous. If a bulb be planted upside down, or in broken rows, the results tho long in showing are sure.

Again, observing nature, the child learns to see the effects of environment, and of differences in air, soil, water. He sees the relation between animal life and vegetable life, between the cabbage and the larva of the cabbage worm. He experiences and sees and then reflects, he who asks fewest questions being often the one who is thinking most.

To him who thus knows by actual contact with life how environment affects the plant and animal world it will not be difficult to demonstrate, in later years, the important bearing of environment upon the life of the child.

A child's letter about a garden was next read by Mrs. Green, and then Miss Marcellus' paper about

A SUCCESSFUL GARDEN

was read by Miss Edna Mathews. The garden in question was that attached to the Wentworth School. The area of 25x40 feet was cultivated by two groups of children, twenty-five in a group, each set working a while each day. All of the children accompanied the director when she went to engage a man to do the plowing, and they helped in making and measuring the beds; nasturtiums, morning-glories, radishes, and potatoes were raised, and gourds also, while twenty-four ears of popcorn also rewarded their labors. At the season's close a sale was held, invitations being written on cards decorated with designs of lettuce and radishes. The children were the little storekeepers and the mothers the more than willing buyers. Effort was made to turn their garden products to actual use. At Thanksgiving time they had pies made of their own pumpkins and the kindergarten of the Foster School was invited to share the feast. A sunflower stalk was found to serve admirably as a flagstaff, and the popcorn decorated the Christmas-tree. The seeds of many plants were gathered and saved for the next season. Surely in this kindergarten the child had opportunity to know cause and effect at long range.

Miss Fyock read a charming paper on "Settlement Kindergartens," describing the transformation wrought in one when the miscellaneous assortment of old shoes, bricks, tin cans, bones, and glass was cleared away and a garden fairly started. To be sure the usual obstacles were encountered, as the necessity of a weekly

drying of clothes, which is not conducive to bountiful harvests. Nevertheless enough of grass and corn were raised to give joy to a neighbor cow, and worms and bugs came to spend a summer in this garden to the children's profit and delight.

Another interesting paper told what was being accomplished by private initiative in connection with public schools. The gardens of the Howland and the Spry schools were described. In the former the yard was in part sodded, and the eight grades shared in planting and caring for vines and bushes, corn, beans, pumpkins, and flowers. At the latter a much larger garden, 50x250 feet, was laid out. The soil was enriched by black earth and fertilizer; box-vases were made by the children and an outdoor pond, 8x12 feet, was dug by the children as well and lined with cement by them, under the direction of the engineer. Rye, oats, buckwheat, and potatoes and corn, were planted in the proportion that they are grown in the United States. The fruits and flowers raised were used for schoolroom decoration, and as subject-matter for lessons and demonstration in various ways. A bay window made a fine conservatory in cold weather, as well as a plant hospital and comfortable place in which the more delicate plants could spend the night; 1,000 bulbs and 280 geraniums were planted in this splendid garden, the expense of which is borne by the principal, Henry S. Tibbits, who initiated the experiment.

Miss La Ome Ladd's paper describing

THE MAKING OF ONE GARDEN,

we give in full.

It is not one bit hard for me to grow enthusiastic over gardening, as every year of my life since I was about six years of age have I planted something somewhere. As a child I was allowed my own little garden; of late years my gardening has consisted of a roof garden—ferns and parsley for the table and some flowers and window boxes. This amount of space is now reduced to one fire escape.

For several years we have had a garden at school, the children being allowed to do everything that they could to help. The harvest consisted of bunches of radishes, flowers, seeds, and one very shapely little bush which I bought for something, I guess I rather thought that it was a snowball bush. It lived thru the winter, and the next spring, by some slight-of-hand performance, I had a nice little cottonwood on my hands. The janitor transplanted the little tree, and some day I mean to sit in the shade of it. I do not think that it is a vain hope, for every year adds inches and inches to its height.

The next year it grew to be a question of dirt, as that soil was exhausted—dirt I must and would have—also a nice sunny spot instead of the north side of a brick building.

I asked the janitor, Mr. Moffatt, if I could not have a little sunny corner back of the kindergarten room which belonged to the boys' playground. He said: "The boys will fairly pulverize anything that is planted there." I said: "Why can't I have a fence from the corner of the building out to the main fence, and then they will not step on anything."

The next day I looked out of my south window and, behold! there was our garden all fenced in and a nice little garden gate, all finished. Mr. Moffatt said he must remove the cinders, as they were deep and of no use to a garden. This he did and such a funny garden you never saw! It was all colors and kinds, from red clay straight thru to sand. About this time my principal came near and I happened to remember that I must have a reckoning day with her. I asked her if she had looked out of the south windows lately. She said: "Yes, I have been around to the south side of the building. I see that you have fenced off part of the school yard for your garden; I hope that you will have a good harvest." A few days later I got off the car in a perfect cloud of dust; as soon as I could open my eyes I found myself in the midst of a street cleaning squad—1st of May cleaning—removing the accumulated dirt of all winter. I asked the foreman what he was going to do with the wagon-load of dirt. He replied: "Take it to the dump."

I asked him if I might have it. He looked a little puzzled. I explained—I wanted it for the school, only a block distant. He assured me there would be no charge and he was glad to oblige a lady. Mr. Moffatt pulled two boards off the outer fence and when the dirt was dumped in the alley lots of it fell right into the garden, the rest Mr. Moffatt put in. The next day there were nine of the cutest little beds all waiting to be planted.

Now I must tell you the cost up to this time—25 cents. The teamster who brought the dirt got that. He was such a thirsty man, I judge, for he came to my room and said: "*I brung the dirt.*" "Oh, you did! thank you." Still he lingered near. I thought, "Dear me, where have I seen some one standing like that," then it rushed over me—pour bois (drink money).

To pay Mr. Moffatt was not so easy. It seemed to me I owed him hundreds. But not one cent would he accept, as he said he was glad to help along. So the planting days had come. My assistant went home to her farm for her 1st of May vacation. My parting words were: "Bring a lot of everything for the garden." She did. There were rosebushes, lilacs, lilies, iris, etc., which we planted where they would remain from year to year. Then there were roots of everything, even to a catnip plant. She said that would be so nice for the children to take home the

leaves for their little kitties. How we anticipated! The very next morning when we went to see how things were growing, lo! some old thief cat had gobbled our catnip. We almost wept, for that was one hope and plan blasted. The seeds were next sown, or, more truthfully say, *spilled*—vegetables and flowers and grain. Oh, yes; parsley and sage for herbs. If all those seeds had grown I feel quite confident that there would have been seasoning for thousands of turkey dressings. The radishes were fine. In the fall everything was covered with something—I do not know what, but I think that it was pigweed. It was the most luxuriant growth I ever saw. It was fairly tropical. But all the flowers were not choked. One day before frost we went out and cut down the cornstalks. We brought them into the house, the children cut them with scissors in small pieces and packed the fodder away in boxes for the rabbit. The grass cut from the front yard was made into hay and packed away for the cold winter days when Humpty Dumpty could not get green grass.

The first cold day before frost came I went out to cover my shrubs, but it did not take long, as they had all followed the catnip. There we stood and sadly pointed out to each other—there grew the yellow rose and there the syringa, and so not a vestige of them left—just lifted bodily from their snug little beds. There is one consolation, *someone* will have a nice garden next year, for they were such thrifty shrubs.

Truly it will take the help of Paul and Apollos, and everyone else, to overcome all of the obstacles. But let us not be discouraged. Let us look at the mirthful side. I read something which cheered me greatly the other day: "*Levity is not a sign of unearnestness.*"

WINDOW GARDENING.

Whether or no one is so fortunate as to have an outside garden, a window box is always desirable during the months of cold and snow. But here again various problems confront the kindergartner, and it is hoped that the following paragraphs, taken from an article on "Window Gardening," by S. T. Maynard, professor of botany and horticulture at the Massachusetts Agricultural College, and quoted here with his permission, may prove efficacious in producing happy results.

In the growing of house plants Professor Maynard says that "the first aim should be healthy plants, and after that, early and abundant blossoms. . . . An object, however, which can be attained only by following certain well-established rules, and attending carefully to the many wants of the plants, just as carefully, in short, as if they were so many children placed in one's charge. In many respects plants are like children. . . ."

The following directions and suggestions, if carried out, will

insure healthy, luxuriant, and blooming plants, the delight and pride of the cultivator.

WATERING PLANTS.

When the soil becomes dry, which may be known by the appearance of the surface of the soil and the sides of the pot, water should be applied until it begins to run into the saucer. No more water should be given until the soil again becomes dry, or nearly so, when water should be used as before, the true principle being to keep the soil as nearly as possible in the same condition as for the best growth in the outdoor garden. More plants are injured by over-watering than by under-watering; yet they should not be allowed to get so dry as to wilt. When plants are growing rapidly they should be watered more freely than when at rest.

Pots should be washed as often as mould or fungus growth appears, to allow evaporation and a free access of air.

The best soil for house plants is that which contains some undecayed organic matter, like leaf mould or partly decayed sods, with a small admixture of sand. In potting, the soil must be pressed firmly around the roots of the plant, and the pot filled to within half an inch of the top. Then apply a dressing of some kind, or the Ammoniated Food for Flowers (Bowker's), about a teaspoonful (not heaping) for a 2-quart pot, and at the same rate for larger or smaller sizes. It should be thoroly mixed with the soil, or it can be used in liquid form by dissolving one teaspoonful in two quarts of water.

Bulbs of hyacinths, tulips, crocuses, lilies, etc., which naturally grow at some distance below the surface of the soil, should be planted in pots and kept in a cool, dark place until the roots are developed, the darkness having the effect of keeping back the growth of the top until the roots have made a good growth. Oxalis, begonia, gloxinias, caladiums, and other bulbous or bulbous-rooted plants, while at rest, must be kept in a warm, dry place, in the soil in which they grew, and not watered until growth commences, when they should be potted in fresh soil; and as soon as they begin to grow vigorously they should be watered as directed above.

TO SLIP AND ROOT PLANTS.

Nearly all kinds of plants may be easily rooted in bottles of water, or in saucers, or other earthen dishes in which is placed sand that is kept very moist, so that water will stand upon the surface. These must be kept in a warm place, and occasionally in the full sunshine, but not long enough to cause them to wilt. When fully rooted, put in good soil in small pots. Cuttings should generally be made of the soft growth, about two or three inches in length, cut with a sharp knife at any convenient point.

Plants grown in the house are best kept in good shape by pinching the end buds of those shoots that grow too vigorously.

In taking up plants from the garden for house culture, it is

best to cut back at least one half, and, after potting in good soil, water at once and put in a cool, shaded place.

TEMPERATURE.

The plants which do well in a rather cool room, never below 35° or above 70°, but averaging about 55°, are: azaleas, daisies, carnations, candytuft, sweet alyssum, centaurea or dusty miller, chrysanthemums, cinerarias, camellias, daphneodora, feverfews, geraniums, petunias, primroses, sweet-scented violets, verbenas, and vincas.

Plants requiring more heat, never below 50° or above 90°, but an average of about 70°, are: abutilons, achryanthes, begonias, boubardias, caladiums, cannas, cape jessamines, coleus, eupatoriums, fuchsias, gloxinias, heliotropes, lantanas, lobelias, maher-nias, othonnas, roses, smilax, etc.

Plants that succeed well in the shade are: begonias, camellias, ferns, German and English ivies, etc.

Those that require a very rich soil or a more liberal use of the Ammoniated Food, are the calla, rose, and smilax.

Plants grown in small pots bloom more freely than those grown in larger ones, but are more liable to injury from drying of the earth.

CHANGE OF TEMPERATURE.

It is necessary to follow natural changes of temperature. Out of doors we find the temperature varying some 10° to 20° from night to day, and even more when the sun shines brightly; so in the house we must have these changes for the best growth. Plants must have pure air, also, as well as animals; and every day, when the temperature outside is above freezing, the windows must be raised, or ventilation given in such a way as to avoid a direct draught of cold air upon the plant. Sunlight is also indispensable, and if plants cannot be placed where the sunlight will reach them some part of the day, they should be put where the sun will strike them once or twice each week for an hour or two.

FROZEN PLANTS.

Should one be so unfortunate as to have plants slightly frozen, the proper thing to be done is to get the frost out as quickly as possible, for many plants that would not be injured by freezing for a short time would be destroyed if they were in a frozen condition for several hours. To remove the frost most quickly if the plant be small, dip it into a pail of cold water, or, if large, place it in the sink and give it a good showering.

Protection from frost.—No material is better or more convenient for this purpose than ordinary newspapers. A plant wrapped in three or four thicknesses of paper may be kept in a room with the temperature down to 20° above zero all night and not be injured.

WINTERING PLANTS.

Many plants not wanted for blooming may be easily preserved during the winter in a partial state of rest in a light cellar, where

there is no danger of frost. The best method of doing this is to take up such plants as roses, geraniums, lantanas, lemon verbenas, etc., with a good quantity of soil about the roots, and place them in boxes, packing the soil closely about the roots. Place the boxes in the cellar, and do not water unless the soil becomes nearly dust dry, when they must be watered a very little. Should the cellar be very warm, the plants must be less freely watered than in a cool cellar.

When the plants are desired for growth cut back closely, give them a thoro watering, and bring into the full light in a warm room. Roses are particularly successful when brought from the cellar in January or February, after a season of two or three months' rest. In this case, the soil used at the time of taking them from the ground should be rich. Cannas, caladiums, etc., may be successfully wintered if the cellar be warm and dry.

Professor Maynard suggests that insect pests can be gotten rid of by brushing them off into a basin of water with a small, soft, dry paint brush.

Should the red spider get upon the leaves sponge them with hot water. Plants will not be injured by water as hot as can be borne by the hand, and both this insect and the green fly may be destroyed in this manner.

It is well to wash all plants occasionally with soapsuds or whale oil soap, particularly ivies, which to do well need washing every few weeks; but in all cases the plants should be rinsed in clear water if much soap is used.

REPOTTING AND TRANSPLANTING.

Plants that have grown too large for the pots, so that the roots almost literally fill the earth, should be put into a pot of a larger size and fresh soil added. The old soil should be picked out from the outer edges of the roots, care being taken not to break the roots too much, the object being in repotting, not only to give a larger sized pot and renew the soil, but to make the soil lighter and more porous about the roots—the same as is done in cultivating land. When the plants do not respond to watering or enriching, it may be due to one of two causes: either the soil has become sour and unhealthy, or they need repotting. Plants should be taken up in the fall, before the severe frosts, and placed in pots with as much earth as possible clinging to the roots. Crowd the earth about the roots so that the plant will stand up, and water as usual. In repotting or taking up plants the soil should be enriched; and this is best done by adding a teaspoonful (not heaping), *and no more*, of Bowker's Ammoniated Food for Flowers to a 2-quart pot, thoroly mixing it with the soil, and at the same rate for larger or smaller pots.

Miss Pearl Roby, kindergartner in the Iowa Institution for

Feeble-minded Children at Glenwood, Iowa, has the following good words for the

SCHOOL GARDEN FOR CHILDREN THAT ARE FEEBLE-MINDED:

One of the most interesting features of the kindergarten work during the past year was the garden work. We were given a space of ground with the soil prepared for work. We began operations by each child preparing a small part as a bed ready to receive the seeds. Then began the work of planting, which lasted for several days, for it required much dictation on the part of the teacher and a close following on the part of the child. But much to our satisfaction the seeds were in the ground, and we were waiting rather impatiently for the little shoots to appear.

Such happy children as they were, as we visited our garden day after day, to find one new plant after another appearing.

What kind of seed did we plant? Why, there were lettuce, radish, squash, cucumber, corn, beet, and beans. All of the corner beds were planted in flowers. As the little plants grew the time for hoeing and weeding began. The intelligence in using the gardening utensils, and their skill in handling them, was a surprise to me. Not a weed lived there to disturb the growing plants.

Soon we had a good sized bed of lettuce and radishes ready for use. These, with the help of bread and butter, were the refreshments at many a kindergarten party, and made a fine lunch when we walked in the woods. Some of them found their way to the kitchen to be prepared for the children's and teachers' tables.

We spent an hour in the garden every day, and in the room we relived our garden experiences by playing gardener, singing about our garden, drawing pictures of it, and making miniature garden beds on the table of wet sand, sticking green twigs into it for the growing plants. By means of little games the children soon learned to recognize a variety of seeds.

After having these experiences with the children, I was more deeply impressed than ever before with the importance for educational purposes of the close and intimate acquaintance got with nature at first hand; with real things and material, with the actual processes of their manipulation, and the knowledge of their social uses and necessities. No number of object lessons, got up as object lessons, for the sake of giving information, can afford even a shadow of a substitute for acquaintance with the plants of the farm and garden, acquired thru actually planting them and caring for them.

When school began this fall our garden presented quite a different appearance, for the time was near for harvest.

As we observed preparation for winter all about us, both inside and out, it seemed that each child felt instinctively that the time had come for us to gather our fruit and store it away. Every few days the question would come, "When will we work in the garden

again?" "The corn is all dry." "The beets are so large." And such fun as it was pulling those beets, many almost as large as the children's heads. We broke the tops off and carried two bushels in the cellar for winter use.

We gathered a small market basket of corn, which we husked and shelled and hung away, in small bags sewed in the kindergarten, for next spring's planting.

Our beans turned out well, and only a few days ago we picked a nice mess for the superintendent's table. The radishes grown in the garden numbered about twenty (20) dozen. The children carried a basket of turnips to the cellar, but many never passed outside the garden gate. They were too good to eat to put in the cellar without a sampling.

I cannot tell of the satisfaction and delight that came to many little hearts during those days of such close communion with nature; how many lessons of helpfulness were learned, and to how many came opportunities for self-expression when all other avenues seemed closed. The teacher felt the true significance of Froebel's words when he said, "Come let us live with the children." No better place to live with them and study them than in their garden.

One little fellow asked, after the vegetables and seeds were gathered and put away, "Will we have a garden next year, Miss Roby?" "Yes, Ernest." "Oh, it is so long to wait, I am afraid you'll forget."

"A STORY OF HOME GARDENING"

is the title of an article by Starr Cadwallader, in the *Outlook* for February 1. It is the story of a movement initiated three years ago in Cleveland by E. W. Haines. Numerous illustrations tell most graphically of changes wrought in ugly yards and corners by the influence of this wide-spreading organization. It began as a small group of people in a settlement house banded together to beautify their home surroundings with the smallest possible outlay. This meant care in the selection of seeds and manner of planting. The result was so successful that expansion seemed desirable, and it was decided to enlarge the sphere of influence thru the children who had proved enthusiastic advocates of the idea. The school authorities coöperated, and some of those who made up the active working committee, known as the Home Gardening Association, were of authority in the schools. Fifteen varieties of flowers were selected as being the ones best fitted to survive adverse conditions. These were: balsam, bachelor's buttons, calendula, calliopsis, California poppies, candytuft, four o'clock, zinnia, marigold, morning-glories, nasturtium, bush nasturtium, petunia, phlox, verbena. (All

of these, except candytuft and California poppies, were grown successfully, we are told.)

Cards were printed on which appeared the name of the plant and directions for ordering, thus:

Seeds for 1901: Price, 1 cent a packet.

Make a cross opposite the varieties you want. Balsam (mixed colors) 2½ feet high. Morning glory (climber, mixed colors), 12 feet high, etc.

Blank spaces followed for name, school, address, etc. They were sent for distribution among the children to every grammar school in the city. At the same time a letter of explanation was sent to the principal. From the returned cards it was easy to estimate the quantity of seeds of each kind required. After the seeds had been purchased half a dozen or more women were employed to prepare them for distribution. The seeds were carefully measured, and a cent's worth of each put in envelopes bearing the name of the seed and other necessary particulars. After delivery at the schools, a letter was sent out suggesting "ways in which this distribution of seed could be made effective in nature-study." Class lessons at once took on a new meaning for those who were watching gardens at home, we are told. "Seeds were planted too, in school yards, where space permitted." Before the schools closed in June a fall flower show was announced, at which any pupil who successfully cultivated flowers during the summer might exhibit. This proved very successful.

"The summer past and the flower shows over, it became a matter of prime importance to keep alive the spark of interest during the winter, so that it could be easily kindled into enthusiasm for renewed effort at the return of spring. This was done in two ways: by the distribution of bulbs, and by a series of illustrated lectures."

About three thousand bulbs were imported, potted, and sent to be grown in the schoolrooms. A card of directions accompanied each one.

The lectures, given by W. H. Moulton, proved very successful. Parents, as well as children, were anxious to see and hear. They were given, wherever possible, in school buildings. The pictures included views of famous gardens in Italy, Germany, France, England, and America, besides others more directly practical.

A successful experiment accomplished by the association in a lot adjoining a school yard was so successful that the school authorities the second year assumed the rent of the land for a garden.

All parts of the city have felt more or less strongly the influence of the work that had so small a beginning. The teachers especially have appreciated its significance. Those wishing full details of the work can obtain them of the Home Gardening Association which has published a full report, price 25 cents a copy. Address the Association, care Goodrich House, Cleveland, Ohio.

THE FEDERATION OF LABOR APPROVES OF VISUALIZATION, PHYSICAL CULTURE, RHYTHM, HANDWORK, ETC., IN PUBLIC SCHOOLS.

THE Federation of Labor, thru an able committee specially appointed for the purpose, has been making a careful study of the so-called "fads" of the public schools of Chicago, with a view to determining whether they justify their claim to a place in the curriculum.

The report of this committee is most encouraging. It approves unreservedly of these important educational instrumentalities. If indorsed by intelligent labor, it would seem that their permanence must be assured. The moderate but decided tone of the extracts that follow show that the report represents the well-considered opinion of men who are swayed neither by sentiment, self-interest, nor fanaticism. It is evident that they have a clear conception of the present industrial situation and of the preparation necessary to fit the child to master himself and his world.

The chairman was George J. Thompson, who has for years been making a study of the school and child problem. He is regarded as one of the most competent men associated with labor organizations. J. H. Payne and C. L. Fieldstack were his coworkers. They also have a high standing in the federation.

The report is as follows:

The work of the schools calls for a positive indorsement of its worth. Mere toleration is not enough. Justice requires recognition, and it is the belief of your committee that the interest of your children and of society will be served by active support of those who are laboring to bring educational practice into harmony with the known laws of mental development.

Your committee was impressed by the high standards of principals and teachers, and by the practical work done, and the interest taken by the children in their work, which promises well for its lasting influence upon their characters. Habits of examining before judgment, of persistence in effort, of mutual helpfulness, of courtesy and self-restraint and their pleasure in activity, were always in view.

Visualization appears to your committee to be of the greatest value in education, as it quickens the perceptions and prepares the mind for correct reasoning.

The great value of rhythm and physical culture is not disputed by anyone, and the recreation obtained thru the various activities and educative handwork is well calculated to give the pupils power of attention, self-control, and a desire for work, and seems to do so.

Your committee believes that music, drawing, physical culture, visualizing and sense-training are economic and desirable.

Thoughtful men whose sympathies are not stunted by self-interest have continually warned us of the danger of lowering education to mere material aims. There can be no doubt that the greatest ambition of the fathers and mothers of our land is to see their offspring master these refining studies, and it is unfortunate that that part of public education which is termed fads, upon investigation, should be found to be only that class of studies necessary for modern requirements.

We urge the abolition of child labor and the raising of the school age to at least sixteen. Every child taken from school and placed in the factory compels the father to take as much less for his labor as the child may earn, so that the father is eventually either displaced entirely or compelled to accept the same wage as the child, and a whole family of child laborers can earn no more than could its head, all other things being equal—and this is the saddest of all commentaries that can be made upon our industrial system.

And society, to save itself from degeneration and consequent degradation, should forever destroy the institution of child labor, by passing and enforcing such laws as will keep in school every child until he has graduated from the highest grade.

The factory laws should be amended so that none may be permitted to work until he or she is at least sixteen, the certificate of birth reinforced by the affidavit of the parents to determine the age.

The labor movement should welcome the day when all workers, and the children of working-men and women, shall possess an education, and should uphold and encourage any means to that end. Any movement tending to improve the aggregate intelligence of the masses is in the interest of trades unionism and leads to a better social and economic state, and should receive our cordial support. There is positively no question that not only do the trades unions embrace the most skilled workmen, but the best informed and most intelligent as well, and the better educated and more intelligent the worker becomes the more surely he will know what is his.

If the reckless and extravagant expenditure of money is allowed or indulged in by the school management for the payment of political obligations or for commercial advantages, the enlightened methods of education should not be allowed to suffer, and the apparent attempt to make such methods the scapegoat is, in our judgment, a mere subterfuge.

Your committee appeals to you as workingmen not to allow yourselves to be misled by the clamor often raised by demagogues and interested parties with a view to mislead you from the proper demand, that the best should be yours and for yours under the pretext of a false economy which they try to make you believe is in your interest.

THE EVOLUTION OF A SCHOOL YARD.

SUSAN HUNTINGTON HOOKER.

THE tradition of a school yard is that it is a playground, and the halo still hangs around the 7x9 yards possible in a crowded city. The real facts in the case are that the school law forbids children on the grounds except in school hours, and the intermissions, if there are any, are too short to utilize even this small space for real good play. Why then should our schools, where the children are entitled to æsthetic and moral, as well as intellectual development, be so barren and unattractive? Even our factories and railroad stations, which are supposed to exist purely for utilitarian purposes, have, many of them, demonstrated the possibility of beautiful surroundings. The children play on the grass at home and in the parks, why is it considered impossible in a school yard? Two years ago the Woman's Educational and Industrial Union of Rochester decided to make an effort to beautify the school grounds. They were promised the hearty coöperation of the park board and the superintendent offered to supervise and plan any improvement that they wished. There was no money to be had from the school board and it was decided to ask each principal to act on his own initiative in doing the work. Many schools raised large sums of money, and with the coöperation of the park superintendent some very beautiful school grounds were created. Some of the outlying schools had no money and worked out their own salvation. An illustration of one of these schools will serve as an object-lesson worth copying:

Barren, baked yellow clay conglomerated with the débris from the city dump and a vast expanse of staring brick walls surrounded by high board fences was the problem that confronted one principal. The neighborhood being a poor one no money could be raised from that source. What could be done? Being a person of resources an original plan was soon devised.

Every boy in the upper grades was promised a half holiday for work who would bring either some kind of a cart or a utensil for digging up the ground. After luncheon 250 reported for duty with the most marvelous collection of vehicles and tools. Every-

thing from a grocery cart to a small wheelbarrow, seventy in all, and the utensils ranged from coal shovels to trowels and pokers—everything was pressed into service. One little fellow brought an iron table-spoon. The time was chosen just after a rain; the ground was hacked, picked, dug and disturbed over its entire surface. Some of the carts were used to load up the stones, old bones, and mortar that revealed themselves; others to bring manure that had been solicited from the adjoining stables; others to bring the sods donated from two empty lots owned by a bank. Thus the work went merrily on from one o'clock until five, when the most marvelous transformation had taken place. This work was supplemented by several loads of street sweepings dumped there by the order of the city superintendent of public works and distributed by the children after school. Grass and flower seed were given by kind friends, and many flowering shrubs were brought by the children from their homes. The sods were laid on the outer edges and the grass seeds planted. Wide beds were made next to the building for the shrubs and flowers. On the north side a beautiful bed of ferns was brought by the children from the woods. A guard of chicken wire was placed around the seeded lawn for the season. The ugly brown fences were covered with morning glories and woodbine, with groups of sunflowers in the corners. All of this work was done at an expense of 70 cents. On Arbor day each grade planted two Boston ivy vines next the school building for the care of which they were responsible. Two months from the time the problem was proposed it was solved to the joy and pride of the entire community.

THISTLE-DOWN.

“Does the White Squadron sail?”
It is sailing today.

The Wind is their Pilot,
And calleth, *Away!*
It floats in the sunshine, and anchors at night,
Thistle-down, thistle-down, silken and light.”

—*Ella F. Mosby in the Christian Register.*

CHILDREN have moral measles sometimes. Only let them alone and they will get well of themselves. There is a wise herb in the gardens, and it is called Thyme.—*S. Weir Mitchell.*

PUBLIC KINDERGARTENS IN JEOPARDY.

THE panic which periodically seizes the administration of public school moneys is holding the school systems of several cities by the throat. Salaries have been cut without warning in Omaha, and a special attack made on the kindergarten, which has been one of the acquisitions of modern culture most creditable to the city of the plains. Spokane economists have found it expedient to throw overboard the kindergarten, which was barely sprouted in its school system, and justifies the action by declaring that public taxes are not to be spent in teaching children to play after tearing them prematurely from their homes. Portland, a city predestined by nature and geographical location to abundant success and natural wealth, is quibbling about the expense of taking in the younger brothers and sisters of the primary children into public kindergartens, arguing in its daily press that parents should not thus be relieved of their natural offspring. The unsoundness of these various arguments is self-evident. In each of the above cities, and there are others, groups of earnest and educated citizens have struggled to gain a foothold for the kindergarten, believing it to be an economic measure, a saving of human energy, and a training of such energy into more able taxpaying adulthood. The leading thinkers and doers in education, citizenship and ethics give arguments and statistics which support these groups—their earnest efforts.

For half the lifetime of the city of Chicago citizens have urged the desirability of having kindergartens for all our children. After repeated effort suitable legislation was secured, and a limited number of kindergartens was opened. Intermittent attacks have been made on these "infant schools" as they are called by the London school board. The Frenchman calls them "schools maternal." To settle their position once for all in the public system, a municipal vote was taken, and Chicago voters gave the kindergartens a public majority in 1899. Last year when school funds ran low for untold reasons suspension of kindergartens was proposed as a remedy. Every kindergartner in public employ canvassed among the parents of the children then attending, and the protest against closing was strong and universal. The manage-

ment found money for the shortage in some other way, and the daily work went on.

Again, early in this year of our Lord 1902, the business men who comprise the Chicago Board of Education are in the awkward situation of having failed in their estimates, and of being crowded into breaking their contracts. Serious reductions have been ordered in many directions: cadets are cut out entirely; bathrooms closed; teachers sick or absent are docked, and the proposition is seriously considered to suspend the kindergartens indefinitely. The Board of Education is advised in this by the able superintendent of schools, who is described as a "man of iron." While these measures seem in the present moment undoubtedly judicious, a larger problem is involved which Chicago, sooner or later, will learn to govern, as do Boston and New York. In the latter city school funds are no longer of the geyser nature, now spouting plentifully and again rumbling ominously underground. Since 1899 four mills on every dollar of assessable property is set aside for the fund from which teachers are paid, and the minimum wage for any regular teacher in Greater New York is \$600.

The kindergarten movement has dynamic power, and will "eat thru Alps its way to find."

In the present crises citizens and organizations of every kind are putting themselves on record as stanch supporters of the kindergarten. Not only the local kindergarten association, but social settlement, churches, etc., have bestirred themselves, actively, to enlighten the public concerning the intrinsic value of the kindergarten to the community and the great loss attending even a temporary discontinuance. Neighborhoods of all degrees of culture and intelligence are represented. All took hold with a right good will for the sake of the cause which is to them a sacred one. Different methods were necessarily adopted in different sections of the city. Some petitions were circulated by means of mother's clubs; others were placed in drug stores, barber shops, etc., for signatures, while the members of men's clubs, lodges, and turners' associations willingly distributed others. These petitions did not come from the Kindergarten Association, but from the interested parents all over the city, who, when they once knew that the kindergartens were in peril, were eager to make their protest. The minister of more than one church addressed his people upon the

subject, and many people living in other districts gladly signed their names, tho they were themselves childless. They knew what the kindergarten meant to their neighborhood. In one district one of the public spirited mothers paid the expense of printing a petition; in a Bohemian neighborhood, in order that the parents should understand the situation, the boys carried the petition, to interpret its meaning to the foreign population. It was felt, however, that the most valuable efforts were made thru men's organizations, the men being the large taxpayers and voters of a community.

In this season of storm and stress it is at least gratifying to know that the board as a whole thoroly indorses the kindergarten, but while recognizing its great educational value, do not find that they have sufficient funds to warrant its continuance. Their statement is as follows. It is taken from the report of the finance committee:

The apportionment for this branch of school contemplates, and your committee recommends, the discontinuance of same at the close of the present year, June, 1902. While it is recognized that kindergarten work is of great educational value, as at present organized we have been spending over \$100,000 per year and have reached only about four thousand pupils. To cover the field thoroly and impartially would require an appropriation of more than half a million dollars. Considering the small proportion of the children of kindergarten age who would be provided for, it seemed unadvisable to deprive the children in the elementary schools of any part of the instruction contemplated by the laws of the state in order to continue this branch.

Wishing to truly understand the merits of the situation, and the proportion the cost of the kindergarten bears to other departments of education, Mrs. Mary Blodgett, ex-president of the Public School Kindergarten Association, made a thoro study of the figures in the case, and has made the following comparison between the yearly expense of high schools, elementary grades, and the kindergartens.

APPROPRIATION MADE BY THE BOARD OF EDUCATION FOR 1901.

This includes all expenses incident to the department:

High schools.....	\$670,000.00
Average daily membership of high schools.....	9,661.4
Expense per capita.....	\$69+

This probably includes all expenses incident to the department except rent, repairs, and bathroom attendants:

Elementary schools.....	\$5,336,500.00
Average daily membership of elementary schools..	206,612.9
Expense per capita.....	\$25+

This includes all expenses incident to the department:

Kindergartens.....	\$110,000.00
Average daily membership of kindergartens.....	4,415.1
Expense per capita.....	\$24+

As will be seen, the kindergarten costs an average of one dollar less per child than do the grades, and this proportion would read even less were the rent, repairs, etc., added to the cost of elementary schools, as it is to that of the kindergarten.

The question finally reduces itself to one of proportion and relative values. In this connection we quote the following forcible words from W. G. Frost, the energetic, clear-visioned president of Berea College, Kentucky.

Education is the formation of character, and this is accomplished most effectively in the earlier stages of the process. The Germans know this, and men of genius there give their lives to the work of elementary education.

What is "higher education"? If by that term you mean the education that requires the longest time and the largest expense, then the universities monopolize it. But if "high" means dignified, important, weighty, momentous, then the highest things in education, the things that minister to soul-welfare and the happiness of the pupil and the community, these things must be crowded into the elementary courses.

To the contention that economy necessitates the complete shutting off of one branch of the public school service for even a short time, Mrs. Blodgett replies with the suggestion of a "horizontal" adjustment. Let each grade share in the cut; none to gain at the other's expense.

This would seem to be more just to that large proportion of children who never go far into the primary grades, because they so early become wage-earners.

Under the auspices of the Chicago Woman's Club a committee has been made up, having representatives from every organization in the city, to consider ways and means for retaining the public kindergartens, and for protesting against their suspension.

No ONE could tell me where my soul might be,
I searched for God, but God eluded me,
I sought my brother out and found all three.

—*Ernest Crosby.*

Ninth Meeting of the International Kindergarten Union, to be held in Boston April 23, 24, 25, 1902.

LATEST OFFICIAL INFORMATION AND NOTICES.

Headquarters will be at the Hotel Westminster, Copley Square.

Transportation is on the certificate plan with the rate of a fare-and-a-third.

The evening meeting, and certain of the afternoon meetings, will be held in Huntington Hall of the Massachusetts Institute of Technology, Boylston street.

The subject of President Eliot's address is, "The Improvement which the Kindergarten Has Suggested in Higher Departments of Education."

The subject of Miss Blow's address is "The Ideal of Nurture."

Earl Barnes, Mrs. Chas. G. Ames, Mrs. Grace Call Kempton, and Mrs. Hughes have been added to the list of speakers.

Dr. A. E. Winship, Chairman of the Transportation Committee, has arranged for personally conducted tours on Saturday morning, April 26, to Concord, Lexington, Plymouth, and Wellesley. Wellesley College will be open to visitors.

Boston kindergartens will be open to visitors daily.

The full program is promised for the April number of the magazines.

FANNIEBELLE CURTIS,

Corresponding Secretary and Treasurer of the International Kindergarten Union.

Brooklyn, N. Y., February 13, 1902.

In answer to the inquiries in regard to the change of dates of the meetings of the International Kindergarten Union, from April 3 to April 23, the Local Committee desires to state that the change was made in order to secure important speakers, and for local reasons upon which the success of the meetings depend. It regrets any inconvenience to members that may arise from this change, and assumes all the responsibility of it. It hopes, however, that the later date will increase the attendance, and that there will be a large and enthusiastic gathering of kindergartners from all over the country.

LALIAH B. PINGREE,

Chairman of the Local Committee of the International Kindergarten Union.

Boston, February 12, 1902.

It is necessary for the Committee to have an idea of the number of persons who contemplate attending the meetings of the International Kindergarten Union, to be held in Boston April 23, 24, 25.

Kindly send names as soon as possible to Miss Gertrude L. Watson, Richardson Park, Dorchester, Mass., "Blake House."

A reduction has been granted by the railroads, namely, a fare-and-a-third for the round trip. Circulars concerning board and transportation will be sent upon application to Miss Watson.

LALIAH B. PINGREE,

Chairman Local Committee, Boston.

HOTELS AND RATES.

HOTEL WESTMINSTER (Headquarters), European Plan:

\$1.50 and upward for single rooms.

\$1.00 for each person, two or three in a room.

Much better accommodations are furnished at

\$2.50 for single rooms, and

\$2.00 for each person in double rooms.

THE BRUNSWICK: American Plan, \$4.00 per day.

European Plan, \$1.50 for single rooms.

\$2.50 and upward for double rooms.

THE LENOX, European Plan:

\$1.50 each for (a few) single rooms.

\$1.50 for each person in double rooms.

THE VENDOME, American Plan only:

\$4.50 for each person, single room.

\$4.00 for each person in double room.

All of these hotels are in close proximity to Copley Square, near which most of the meetings are to be held.

Information concerning cheaper accommodations will be furnished later.

KINDERGARTEN OCCASIONS AND NEWS.

"THIS is your birthday, my dear, my dear!
Gladly we form in a ring;
Round you we dance with a joyous step,
Happy the song that we sing;
Glad be the day! glad be the year!
This is our greeting for you, my dear!"

—*Emilie Poulsson's "Holiday Songs."*

January 29, 1877, Miss Mary C. McCulloch entered the St. Louis Public Kindergarten as a volunteer assistant. Eight years she happily, faithfully worked in the Stoddard Kindergarten, nurturing the tender plants entrusted to her keeping, and since that time, as supervisor of St. Louis public kindergartens, has been director, friend and helper to "children of a larger growth."

St. Louis kindergartners felt that the twenty-fifth anniversary of the birth into a world of service to childhood, of this soul which has given itself unreservedly to that service, could not be permitted to pass without recognition. A public reception was first planned, but abandoned on account of the serious illness of Miss McCulloch's father, and a celebration, sweeter in spirit, more in harmony with the thought and feeling of her whom we delighted to honor, was quietly observed within the home circle of kindergartners. To formulate and execute plans necessitated a number of clandestine meetings, but the forces were well marshaled by Miss Alice Thomas, promoter of the scheme and chairman of the committee on arrangements, and for once our supervisor, omniscient and omnipresent in her field of activity, was taken unawares, proving conclusively that not only *a woman*, but *three hundred women* can keep a secret!

It was the day for the meeting of assistants under Miss Mabel Wilson, who had devised a scheme to secure Miss McCulloch's attendance. She found the class in the ring, and soon became a part of the merry play. At a given time the "Stream" was chosen, and as it began to wind in and out, telling its own sweet message, the door opened—

"Singing, singing all the day; give away,
O, give away."

was taken up by a mighty chorus of voices, and the stream became a mighty river, winding, winding, winding, until its head became the center of many concentric circles of loving hearts, out of whose abundance was sung the "Birthday Greeting."

Miss Sallie A. Shawk, one of our pioneer workers, in behalf of the kindergartners, fittingly expressed the deep appreciation of Miss McCulloch's guidance, in that she has ever taught us to "look up," for the best things are above us; to "look forward," for the best things are yet to be realized; to "look out," if we would attain the highest realization of "self in all and all in self"; and to "lend a hand," for in so doing we lift as we have been lifted; a material token of this appreciation being a handsome watch. Representatives of paid and volunteer assistants encircled her with a wreath of flowers, as in unison was repeated:

"We bring thee, friend, a golden watch;
We bring thee, too, a flowery wreath;
The gold will never wear a stain,
The flowerets long shall sweetly breathe.
The watch and wreath, dear friend, shall be
Emblems to bind our hearts to thee—
Emblems for Time and Eternity."

—(*Adapted from Thomas Moore.*)

Miss Mabel Wilson, having a heart-shaped box containing twenty-five golden coins, said:

"Our inspiration to carry on the good work in all of its fullness comes largely thru you. It is you who are in touch with the great kindergarten life pulsing all over the world, going out to meet it, coming back to share it, and we recall

especially the gatherings of the 'I. K. U.' Many, many times we have heard you say: 'I wish you could all go to the I. K. U.' This year we will go. Our hearts will go with you; our best wishes will go with you; our blessing will rest upon you, and, as a token thereof, we ask you to accept this little heart-shaped box with the love of your coworkers:

'To the I. K. U.
We will go with you
In nineteen hundred and two.'

And then twenty-five roses, presented by Mrs. Haydee Campbell, breathed each a loving message for one of twenty-five years, and, tho destined themselves soon to perish, eloquently paid tribute, in a language of their own, to the undying influence and inspiration of thought, word, and deed.

The spirit of such an occasion is its true joy—a joy of which words can paint no picture. It was the spontaneous outburst of love and esteem for her who has so nobly shepherded the flock, and coming in the nature of a complete surprise, awakened emotions so deep that, like the little child made happy at Christmas, they could only find expression in the words: "*I love everybody!*" and what higher joy can come to one than a heart filled with the love universal? At such times memories of the past demand our thought, and yet we feel that we must stand "upon the shoulders of the past," with our eyes turned toward the future, and with unity of faith, love, and purpose, press our upward way "toward fresh heights where limits are unguessed."—*Jennie C. Taylor.*

"In the beginning" means much to those of us who may be called kindergarten pioneers. We look back to the time when there were only private kindergartens; when the teachings of Froebel were for the classes and not for the masses; when free play and spontaneity and correlation and applied kindergarten were shadowy, and dictation and continuity reigned supreme. The translation of the Mother-Play was just out, and Miss Blow's wonderful philosophy only coming into being. We have grown since then, and there is room for more growth. It was in these days that Mrs. Ogden graduated in Chicago her "class of seven," to which she referred in "Pioneer Sketches" a few years ago. This one of the seven, after establishing the first kindergarten in Toledo, Ohio, responded to the urgent appeal of a friend and went to Atlanta, Ga. This friend had spent the summer in Florence, Mass., with her sister, Mrs. Aldrich, who for many years was at the head of that well-known kindergarten, and was fully enthused. But alas! we two were the only enthusiasts. Atlanta had but a vague conception of the word "kindergarten." It was the period of reconstruction, and people were trying to adjust themselves to new conditions forced upon them. There had not been time to grasp the new educational movement. They awoke later, and today good work is being done in the Gate City. We issued circulars, and in order to establish a nucleus for observation free tuition was offered for the first term to children of clergymen and teachers. The opening morning dawned bright with Southern sunshine. The room was all ready and inviting; it only lacked occupants. The Episcopal clergyman came in with his little son, and Georgie stayed. A German manufacturer called, made inquiry about the "religious" exercises, looked over the little prayer, sent two children, and so long as I was in Atlanta was a firm friend and supporter of the work. These, with my friend's children and a little boy from a Northern family who strayed in later, constituted Atlanta's first kindergarten. The only visitors were from Savannah—driven north by a scourge of yellow fever. They were deeply interested and urged me to go to St. Simon's Island, but I was not ready to abandon Atlanta; nor did I for nearly two years, and until convinced that the field was not ready. In the meantime a number of gentlemen in Macon became interested, and wrote Miss Peabody for information. She referred them to me as "the only trained kindergarten in the South." This may have been incorrect, but I knew of no other. I was invited to look over the ground and tell them what would be required. This resulted in renting a new two-room cottage, with

plenty of grounds, and equipping it with tables and chairs, the former beautifully made in the city car-shops. Then they sent East for a kindergartner, who found the transition from New England to Georgia too great, and by the holidays was ready to return to her Northern home, leaving a "white elephant" on the hands of these loyal men. Again I was sent for, and that time remained two years. Macon had not, like Atlanta, been torn and shaken to the very foundations, and already had settled down into the old-time quiet and beauty, a typical Southern city. Into my kindergarten there are woven some of the happiest memories of my life. The gentle, soft-voiced Southern children are very dear to me. We had a happy time indoors and out, and when the class, as a whole, was ready for school one little girl voiced the feelings of all: "It is just like going away from home."

While on a visit years later, my girls gathered around me and said: "Oh, Miss Anna, our kindergarten days were our very happiest!" and I felt as if life was worth living. The work is larger now; its character greatly changed as it moves apace with the needs of the century, and we move with it; but those of us who were "in the beginning" would not part with the memories.—*Anna E. Mills, Oskaloosa, Iowa.*

Exposition Day Nursery and Playground.—Among their other activities in connection with the South Carolina Inter-State and West Indian Exposition the Charleston women are busily engaged in making provisions at the Woman's Building for the care of babies and children. A day nursery will be conducted there by the South Carolina Kindergarten Association, and an attractive playground will be enclosed immediately outside of this room. Within the picture-decked walls of the playroom an experienced kindergartner will conduct games and occupations suitable to the age of the children and entertain them with songs and stories. In a separate room fresh and dainty cribs will stand ready for the sleepy babies, and a plentiful supply of Horlick's Malted Milk and Eagle Brand Condensed Milk will be on hand to satisfy their wants. The playground will offer outdoor delights in all good weather. The children will be registered and checked, the parents' desires concerning them noted, and full responsibility assumed for their safe custody and return. Arrangements are being perfected for services of doctors and trained nurses to avoid any possibilities of contagion or accident, and every modern and scientific precaution will be used to insure the welfare of the little charges. Children of any age will be received from infancy up, and for the sum of 25 cents may be left from 9 a. m. to 5 p. m., or for any portion of this time, in the keeping of professed child-lovers, for members of the Association will be on hand daily to oversee matters and play with the children.

The attractions of sand to play in and other children to play with will probably far surpass those of the Midway or the exhibits to the juvenile sight-seer. So the parents who could not go to the Exposition without taking the small fry along, may buy their tickets and set off with them with an easy mind, assured that they can take in all the sights on the grounds, not retarded and distressed by the dragging and crying of a tired child, but having the comforting knowledge that he is playing or sleeping near at hand in the most healthful normal child surroundings, well cared for and happy.

PROGRAM FOR THE SIXTH ANNUAL CONVENTION OF "THE NATIONAL CONGRESS OF MOTHERS."

Tuesday, February 25, 9:30.—Credentials received; 10:30, opening of Sixth National Congress of Mothers.

Tuesday, 2 p. m.—Chorus by public school children; 6 p. m., Reception and banquet.

Wednesday, February 26, 9:30—Addresses on State Work, by Presidents and Organizers: New York, Mrs. D. O. Mears; Pennsylvania, Mrs. Frederic Schoff; Connecticut, Mrs. J. S. Bolton; New Jersey, Mrs. E. C. Grice; Ohio, Mrs. Jeffreys; Illinois, Mrs. Roger B. McMullen; Iowa, Mrs. I. L. Hillis; Michigan, Mrs. M. Beauliear.

8 p. m.—Symposium: "The Nation's Need for Intelligent Motherhood: Mrs. Theo. W. Birney, Mrs. Frederic Schoff, Mrs. Roger B. McMullen, Mrs. A. A. Birney, Mrs. J. P. Mumford, Mrs. Hardin W. Masters, Mrs. Robert S. Cotten, Mrs. James S. Bailey.

Thursday, a. m.—Election of officers.

Thursday, 2 p. m.—Child-saving work. Conference: Mr. David Willard, New York; Miss Remington, Buffalo.

Thursday, 4:30 p. m.—"The Educational Value of Play," Mrs. Mary Boomer Page, Chicago Kindergarten Institute.

Thursday, 5:30.—Reception to officers and delegates by Mrs. Holtzmann.

Friday, 11 a. m.—"Three Determining Factors in the Life of the Child," Dr. Sherman Davis, Indiana University.

Friday, 2 p. m.—"The Growth of Personality," Dr. Sherman Davis; "Methods in Discipline," Miss Mary Boomer Page.

Friday, 8 p. m.—"The Period of Spiritual Awakening," Dr. Sherman Davis.

Saturday, a. m.—Trip to Mt. Vernon, meeting of officers and board of managers.

THE members of the Rochester Kindergarten Association are enjoying a course of study on Plays and Games, under the direction of Miss Mari Ruef Hofer. The work is being most helpful in arousing a spirit of investigation in the field of games and their adaptation to all stages of child development. In connection with the discussion of each topic, all members have had an opportunity of sharing in the active work of the program, as each topic has been in charge of a committee under the direction of leaders. The success of the meetings may be said to be due to this coöperation, while Miss Hofer's practical and scientific research inspire to a more thoro study and investigation of the play tendencies of the children.

The subjects of discussion are as follows: 1. Primitive Music, the realm of sound. 2. Simple Activities, beginning of play instinct. 3. Representative and Symbolic Games, interpretation of life. 4. Rhythm, as means to freedom and control. 5. Fundamental Play Tendencies, games of skill, competition, athletics. 6. Folk Games, sources and traditions. 7. Playing of Folk Games. 8. Investigation of Street Games in our own School Neighborhoods. 9. Characteristic Folk Dances. 10. Résumé.—*Elizabeth Tuttle.*

GREATER NEW YORK is struggling again with the two-session kindergarten problem. We publish elsewhere the able arguments of Madam Kraus-Boelte on this subject. City Superintendent Maxwell has never officially authorized two sessions in the past, and has recently made his position clear in the following written statement: "I have never had any intention of recommending to the Board of Education that one kindergartner should take the same set of pupils for *both* a morning session and for an afternoon session, and I have never had any intention of recommending that the *same* pupils should be present both morning and afternoon in the *same* class."

This subject was fully discussed in the KINDERGARTEN MAGAZINE for January, 1900, by men and women who have the children's interest only at heart. Kindergartners, which also means supervisors, should stand solidly and squarely together on this important point. Wherever one has compromised the entire work has been weakened.

THE first of the mother's meetings for this year of Ocala, Fla., took place just before Thanksgiving, with twenty-five members present. The officers elected were: President, Miss Sharpe; vice-president, Mrs. Jean Austin; recording secretary, Mrs. C. C. Todd; corresponding secretary, Mrs. D. W. Davis; librarian, Mrs. J. M. Benton. The program for this year is: Four Nature Studies, in natural order; Government, for February 22; the remaining four subjects to be selected from the Outlines of "Mother's Ideals," as published by *Child-Garden*. Our meetings were organized six years ago by Miss Sharpe, our president. Miss Sharpe and her sister have a flourishing school and kindergarten. The kindergarten and its connecting classes have thirty-three

pupils enrolled. The children always seem so happy in being busy. A visit to the kindergarten is so refreshing; takes one out of her rut and sets her to thinking. It is a pleasure to go to see the little folks.—*Mrs. D. W. Davis.*

MISS SARAH L. ARNOLD has resigned from the supervisorship of the Boston public primary schools, to become dean of the new Simmons' Woman's College and School of Technology of Boston, the first great collegiate movement in the direction of rational training for wage-earning women. Miss Arnold has consistently advocated kindergarten ideals in teaching for fifteen years, and by her own practices and the written and spoken word, has transmitted the spirit to whatever school-work she has touched. Miss Arnold has always responded heartily to the demands made by propagators of the kindergarten movement, and has stood staunchly by the cause in many of its critical hours. While her withdrawal from so great a public service is to be regretted, we are compelled to say that no woman is too choice or fine-spirited for the organizing of this new school, which marks an epoch in woman's education.

EIGHT YEARS AGO only one-half a year's training was required of a would-be teacher in the public schools of Chicago. When an attempt was made to increase the length of the course a superintendent is reported as saying: "If you insist on making that a full year's course I'll bust the whole thing." "A backward glance o'er traveled roads" justifies one's optimistic hopes for the future. If in eight years the recognition of the dignity and importance of teaching is marked by an increase of from one-half year and no high school training to four years of high school, followed by two years of pedagogical study, what may we not hope and work for in the years to come.

On the afternoon of Friday, January 17, the New York Public School Kindergarten Association gave a delightful reception to those of its members who had recently left its ranks to take the responsibility of homes of their own.

The two large adjoining kindergarten rooms in Public School No. 39 were thrown open and appropriately decorated, entirely in white. Tea was served and the guests were informally entertained with piano and violin selections, while each one on leaving received a miniature white box of plum cake which, tho it had not actually figured at a wedding, was a delicious imitation.

SUPERINTENDENT McNULTY, of the Texas State Deaf and Dumb Institution, has secured from the legislature an appropriation for the care and education of the blind-deaf of that state. Mrs. E. M. Barrett and her daughter have been engaged for the difficult but loving task of educating these deficient children. They are both trained kindergartners, which fact, the superintendent realizes, will be an immense advantage in the successful accomplishment of their work. Mrs. Barrett has already had some experience in training both the blind and the blind-deaf.

"SCHOOL GARDENS" is the title of a paper read by F. M. Powell, M. D., at a meeting of the Iowa State Horticultural Society. It is now to be had in pamphlet form and contains a good deal of condensed information about school gardens abroad, as well as those at home. Germany, France, Sweden, Switzerland, and other countries, are coming more and more to regard the garden as an essential part of the school equipment. New York and Massachusetts are the leaders of the movement in America. The pamphlet will make good propaganda material.

THE St. Louis Froebel Society grieves over the recent death of Mrs. Thomas M. Standlee, *nee* Ida M. Richeson, who was for many years the secretary of that organization. Mrs. Standlee was associated with the early kindergarten work of St. Louis, and especially with the old Pope Kindergarten in the days of Miss Blow's most successful and inspirational training. Like every other sincere kindergartner, Mrs. Ida Richeson Standlee believed that this work would regenerate the world.

THE English government is sending out one hundred women as teachers to the Boer refugee camps, and many others are being sent out as nurses and camp matrons. The teachers may have to live in tents with rations of half a pound of beef and half a pound of flour a day. Among the desirable articles of a teacher's outfit are a sleeping bag and a waterproof sheet, and one is taking a "melodious little music box for the little Boers to drill and march to."

THE officers of the Chicago Public School Kindergarten Association are: Lillian D. Archibald, president; Jennie C. Towns, vice-president; La Ome Ladd, recording secretary; Katherine Guest, corresponding secretary; Thora Lund, treasurer. Directors: The five officers and six other members--Mrs. Mary Blodgett, Miss Carrie Parrey, Miss Anna Gould, Miss Frances Bisland, Miss Laura Harris, Miss Mary Morse.

ONE of the signs of the times is the Parents' Association of the School of Education of the University of Chicago. It meets to consider "vital problems in education thru a study of the work of this school." The program includes discussion of such topics as "The Relation of the Excursion to School Work," "Nature Study and Geography," "Number Work and Manual Training," etc.

MISS ANNE PAGE of Danvers, Mass., contributes a reminiscent article on Elizabeth Peabody to the April issue of the KINDERGARTEN MAGAZINE. Miss Page is one of the pioneers herself, and has for many years conducted a characteristic piece of kindergarten training work in her attractive home at Danvers.

IN Hunn and Bailey's "Practical Garden Book" we read that "many strong weeds are a compliment to one's soil; only good soil produces them. But they are not a compliment to one's tillage." What teacher will fail to see the analogy to her own field of cultivation?

A YOUNG kindergartner recently invited the baby-table to make hoops out of clay. The babies were delighted when the hoops became doughnuts. Question: Did the play and fun of it sufficiently balance the unpedagogical results?

DR. EDWARD H. GRIGGS of Philadelphia will address the Chicago Kindergarten Club April 11, instead of in February, as announced in the February number of the KINDERGARTEN MAGAZINE.

SINCE January 1 thirty-four new kindergartens have been opened in the Borough of Brooklyn, New York city, thus making seventy-nine kindergartens in the public schools of that city.

DR. W. N. HAILMANN addressed the teachers of Hartford County, in Hartford, Conn., in January, on "Heart, Head, and Hand in Education." Principal Charles H. Keyes presided.

THE ninth annual meeting of the Western Drawing Teachers' Association will be held at Minneapolis, Minn., May 7, 8, and 9, 1902.

NEW PUBLICATIONS THAT CONCERN KINDERGARTNERS.

THE CHINESE BOY AND GIRL. By Isaac T. Headland. Those who were charmed by Mr. Headland's "Chinese Mother Goose" of a year ago will be ready to accord a warm welcome to his second book about childhood in China. We meet here the boy and girl at play, and tho they look odd and clumsy enough in their heavy shoes and wadded clothing, they run and hop and skip thru the pages in a manner so truly childlike and natural that one feels really assured that people in China are not born grown up, as the scarcity of Oriental children in America inclines one to imagine. We are told that this study of Chinese games was undertaken at the request of Dr. Luther Gulick, who, gathering data for his study of the psychology of play, desired facts from as many and various sources as possible. Many of the pastimes have a strong family resemblance to those which our own young people enjoy, while others depend naturally upon the customs and traditions of the people. For example, the indispensable adjunct of one game is the queue, which is also useful when playing horse, or as a compass when drawing circles in geometry. The following lively description goes to show that some unhappy specimens of Young America and far-away Infant China are not in all respects dissimilar,



From "The Chinese Boy and Girl." Copyright, 1901, by FLEMING H. REVELL COMPANY.

and that both the parents and children of each nation would be the better for a kindergarten training:

Almost every Chinese child is a little tyrant. Father, mother, uncles, aunts, and grandparents are all made to do his bidding. In case any of them seems to be recalcitrant, the little dear lies down on his baby back on the dusty ground and kicks and screams until the refractory parent or nurse has repented and succumbed, when he gets up and good-naturedly goes on with his play and allows them to go about their business.

Tho the toys the child delights in are simple and crude compared to our own, many are very ingenious; tops and kites especially are made in great variety. Punch and Judy shows and strolling jugglers are frequent visitors at the doors, performing very cleverly for a few coins. Another welcome traveler is the candy blower, who with a reed and a bowl of taffy candy, blows a man, a chicken, or whatsoever the child calls for. But that which most interests the kindergartner is a box of small blocks, fifteen in number, of irregular but proportional shapes, with which the child experiments, making furniture, household utensils, houses, etc., "but the primary object of the blocks and the books is to impress upon the child's mind in the most forcible way possible, the leading facts of history, poetry, mythology or morals." Thirty-five of the pictures are given. They are queer, angular, but extremely ingenious creations, and singularly expressive, made up as they are of 2 rhombs, 1 rhomboid, 4 triangles, 2 try-squares, 2 semicircles, and 4 quadrants, from whose center the semicircles have been cut. There are verses to accompany the different pictures. One of these runs:

In his cottage sat the poet,
Thinking, as the moon went by,
That the moonlight on the water,
Made the water like the sky.

Dr. Headland describes a great many of the games minutely. Those played by boys and those by girls are grouped in separate chapters, as after the age of seven the children's lives tend apart. He groups also, in a general way, the games which call for physical strength or agility, those which require or develop rapid thinking; those which exercise the protective feeling, etc. He writes in evident sympathy with the race whose playtime he depicts, but he is not oblivious of many evil tendencies expressed in some of their common plays and songs. His occasional allusions to this fact (one, however, not confined alone to China) make us realize anew the great desirability of having the play of children the world over somewhat directed. Illustrations to nearly every page show happy family groups or merry youngsters, playing with earnestness and zest, tumbling and wrestling, swinging and climbing. The book is a valuable and artistic contribution to the study of child-life. New York: Fleming H. Revell Co. \$1 net.

CONSCIOUS MOTHERHOOD, by Emma Marwedel, holds an historical place in the bibliography of kindergarten literature, and the well-informed kindergartner should be acquainted with it, as with other books that have helped make kindergarten history. The book is really two volumes in one. The first is an eloquent call upon the womanhood of America to appreciate her privileges, responsibilities, duties. The author's earnest convictions are reinforced by appeals to ancient opinion, modern statistics, and her own per-

sonal experiences. The style is frequently obscure, and at times verbose, defects which are undoubtedly due to an imperfect understanding of the to her foreign language in which she wrote. These difficulties once taken for granted, the many excellent suggestions and earnest feeling will be found inspirational today, and entitle it to a discriminating reading. Unfortunately many of the methods and appliances mentioned in its pages have failed to find a permanent place in home or kindergarten. They unhappily went astray at the time of her death. The title given her book is a peculiarly happy one. Miss Marwedel seems to have anticipated that growing feeling of solidarity and sense of interdependence which expresses itself in the words "social consciousness." The development of this new and high race feeling is certainly intimately associated with an enlightened motherhood consciousness. A motherhood bound by instinct, tradition, and ignorance no longer suffices. The second part of the book is an excellent translation, abridged, of Preyer's "Soul of the Child." Miss Marwedel, who was the pioneer kindergartner on the Pacific Coast, was also the first to introduce, thru translation, the American people to Preyer and his invaluable studies in child development, a fact which the thinking mother and teacher will not forget. The latest edition is reprinted, in response to frequent demands, by Heath & Co., who now own the plates. Price, \$2.

WILD LIFE NEAR HOME. By Dallas Lore Sharp. Mr. Sharp has given us a book which reminds one of Wordsworth, for surely he has observed animals with an appreciation which revives:

The homely sympathy that heeds
The common life, our nature breeds;
A wisdom fitted to the needs
Of hearts at leisure.

A few quotations will illustrate this better than anything that can be said about the book. One need not have personal acquaintance with the 'possum to enjoy the description of his feint, when he lies "limp and helpless, a long, unearthly smile overspreading his face." Not a little of the charm of the book lies in the judicious introduction of homely words, like nubbin, shock, 'coon, swift and peek. In description, whether of animate or inanimate things, Mr. Sharp has made a place for himself in literature. Like Wordsworth, he plays with similes, loose types of things thru all degrees. Listen to this: "The pines shivered and groaned, and their long limbs scraped over the shingles above me as if feeling with frozen fingers for a way in." Of the far-away whippoorwill he writes: "It is the voice of the night trying to find its way back to the day." At his feet the cry of the same bird "was a rapid, crackling, vigorous call that split thru the night as a streak of lightning thru a thunder cloud." Of the pine tree swift his words are like the shadow pictures made upon a curtain by deft fingers: "Children of the pines, looking so like a very part of the trees that it seems they might have been made by snipping off the pitch-pines' scaly twigs and giving legs to them."

Of the first spring song of the solitary vireo he says: "It was a love song, but sung all to himself, for he knew that there was no gentle heart to listen this side of Virginia. He sang to his own happy heart as pure and sweet a song as the very angels know." But it is no use trying to condense the beau-

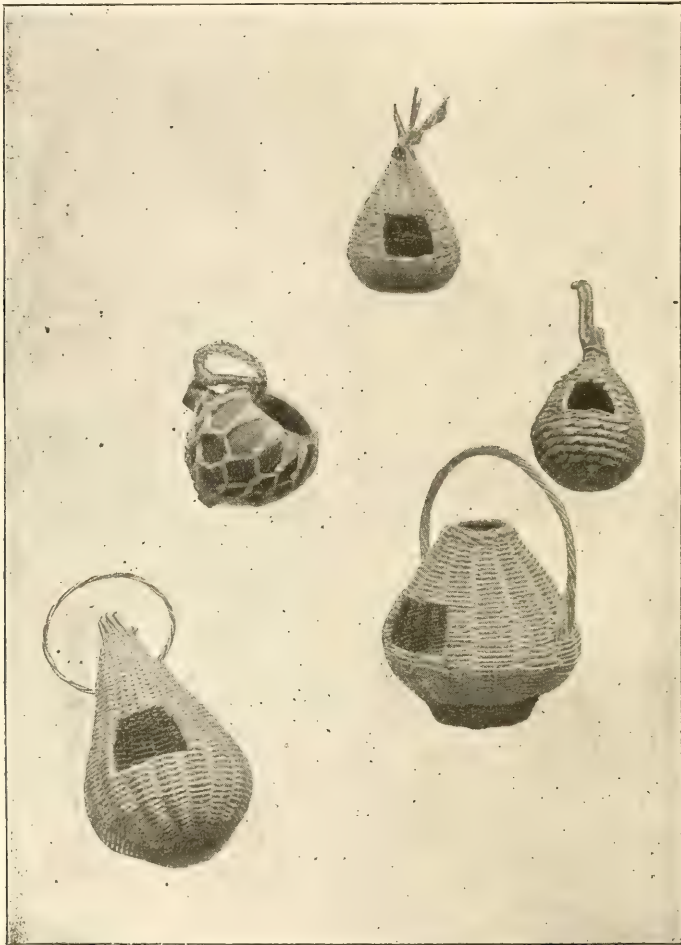
ties of such a work into any less space than the book itself. Read the chapters on "Bird Morals," the "Rabbit Roads," of which I hear most from admiring children, "Brick-Top," "Second Crops," "Wood-Pussies," "From River Ooze to Tree-Top," and then you will know why I have not given examples of the humor of the book—the humor which is to it as the salt to a dinner; but that is a poor and conventional comparison, the humor being more delicate than any condiment; it is more like a gurgling brook meandering and sparkling thru upland pastures green and sweet, and he that most appreciates its music and shimmer is least likely to attempt to catch it on the point of a pen. New York: Century Publishing Co.—*Sara E. Wiltse.*

THE SNOW BABY: A True Story with True Pictures. By Josephine Diebitsch Peary. Such a winsome baby as it is that beams thru these pages. We kiss her tiny hands with the Esquimaux women who traveled so far to see the strange, white little girl. One true picture shows the little creature reaching up her hands toward the sunlight, the first gleam in four months. Her tiny fur suit is described, as well as the dogs and pebbles and flowers she played with, the playmates she loved, the strange surroundings of her first home, and the customs of the strange, dark-skinned natives, so that the little heroine bids fair to become a rival of Agoonack as the center of interest in kindergarten and primary room. The story is told in simple language but with spirit, and excellent judgment is shown in the selection of incidents and facts that will interest little readers, tho it is by no means too simple to please grown folks too. The beautiful cover shows little Ah-ni-ghi-to in her queer fur suit, framed in by ice floes floating upon a blue sea. Frederick A. Stokes & Co. Price, \$1.20 net.

MANUAL OF THE FLORA OF THE UNITED STATES AND CANADA. By Nathaniel Lord Britton, Ph.D. An invaluable aid to the recognition and classification of the plants of the region named in the title. The analytical descriptions are full and detailed. In general scope, arrangement, nomenclature, etc., it is entirely up-to-date. Measurements are given in the metric system. Ferns as well as seed-plants come within its scope; the natural distribution of the plants, the habitat, time of flowering, number of species, and other data, are given. Tho as many as 4,162 species are noted the book is so well and sensibly made that it is light in weight, of convenient size and pleasant to handle. New York: Henry Holt & Co., \$2.25 net.

HOW TO MAKE BASKETS. By Mary White. Basket-making has already secured a strong foothold in school and settlement as a valuable educational occupation. In the home it is proving itself a delightful pastime for young and old. Miss White's complete little manual will interest the basket-weaver whether she be a recent convert to its attractions, or is already skilled in making intricate designs. The former will find that the directions are concise and clear, while numerous illustrations of good size show both the details of stitches and the beautiful baskets when completed. The more experienced worker will be pleased with the chapter on baskets developed from the oval, and that describing Indian stitches. Candy-baskets, work-baskets, scrap-baskets, covers and handles, are treated in separate chapters. The children will be drawn to the suggestions for making doll's furniture, and a novel adaptation of the

attractive handwork is the making of basket homes for little feathered weavers to nest in. Directions for the making of vegetable dyes prove the book a treasure to those who deplore the now too common use of the aniline colors.



BIRDS' NESTS

The large nests in the foreground are of rattan. The small one on the right is of brown rush, the nest above it is of raffia woven on rattan spokes, and the one on the left is made of a gourd covered with a netting of raffia

(Courtesy of Doubleday, Page & Co.)

Closely allied to basket-weaving is chair-caning, and this process is described fully and definitely. The concluding chapter is by Neltje Blanchan, "What the Basket Means to the Indian." Reading this charming sketch we see

basket-weaving in its relation to allied industries, to art and design, and the general progress of civilization. The book is bound in a heavy canvas, attractive to both sight and touch, and in harmony with the subject-matter. New York: Doubleday, Page & Co. Price, \$1.

ADDRESSES AND PROCEEDINGS OF THE NATIONAL EDUCATIONAL ASSOCIATION. Detroit, 1901. Including those of the Department of Superintendence which met in Chicago. Comparatively few of the vast teaching force of America are able to attend any one meeting of the N. E. A. But tho they miss the inspiration that comes of personal contact and the enthusiasm of members, the stay-at-homes may at least have the advantage of knowing just what was said and done by studying this valuable volume of addresses and proceedings. It is really a small, choice library of contemporaneous thought and opinion upon current educational problems voiced by experts in particular subjects of instruction and training. Besides the Department of Superintendence, the organization of the N. E. A. is now composed of the following: Kindergarten and Child-Study; Elementary Education; Secondary Education; Higher Education; Normal Schools; Manual Training; Art; Music; Business; Physical Education; Science; School Administration; Library; Deaf, Blind, and Feeble-minded; Indian. Since each of these departments is represented by several competent speakers, it is readily seen that the book will put the most remote teacher in touch with discussion upon the burning educational questions of the day. The specialist who thinks his subject the one and only one in the curriculum, and the teacher and parent who see no *raison d'être* in the so-called "fads," will alike receive enlightenment and balance from its pages. Published by the Association.

THE National League of Improvement Associations is doing a much needed educational service in creating a public sentiment in favor of improving and beautifying public and private grounds. It issues now a pamphlet by Jessie M. Good, "The How of Improvement," which is replete with examples of the good work already accomplished in towns all over the country and suggestions for organizing and conducting similar work in untried fields. If you are interested in the abolition of ugly corners and disfiguring signs; of the conversion of disreputable looking alleys into neat and sanitary passageways; of the transformation of dry and treeless areas into grassy, flowering, shaded streets and yards, this pamphlet is just what you want. It suggests ways and means, is well illustrated and charmingly written. Springfield, Ohio: The Home Florist. Price, 15 cents.

PROF. SAMUEL T. MAYNARD, whose excellent suggestions for window-gardening have been quoted elsewhere in this number of the KINDERGARTEN MAGAZINE, has written a book on "Landscape Gardening as Applied to Home Decoration," which may well be consulted by those interested in beautifying their own or public property. The "Ornamentation of New Homes," and the "Renovating and Improving Old Homes," are the titles of two chapters, while others instruct in the making and improving of country roads; decoration of parks, squares, and school yards; descriptions of trees, shrubs, hedges, etc., and directions for planting the same in accordance with the laws of their nature and the laws of art. There are innumerable practical suggestions for both public and private enterprise. 338 pages; many illustrations. New York John Wiley & Sons. Price, \$1.50.

"Come let us live with our children"--Froebel

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KINDERGARTEN MAGAZINE

Vol. XIV.—APRIL, 1902.—No. 8.

TWENTIETH CENTURY SERIES.

THE PSYCHOLOGY AND ETHICS OF FUN.*

WALTER B. HILL, CHANCELLOR GEORGIA UNIVERSITY.

A GERMAN philosopher has said: "Humor is the eudemonological pessimism which includes within itself a teleological evolutionary optimism, which may cause a realistic, radical, and universal reconciliation to appear as possible."

This quotation encountered in some piece of fugitive literature, I have not attempted to trace or to identify, but it sounds suspiciously like Hegel. In this connection, and for a purpose which does not immediately appear, but which I trust will be made apparent in the sequel, I here reproduce Schopenhauer's estimate of Hegel:

In our German philosophy intellectual intuition and absolute thinking have now taken the place of clear perceptions and honest investigations. To impose upon the reader, to bewilder and mystify him, and by all sorts of contrivances throw dust in his eyes—that is our method now; that, and not truth, is the expositor's leading aim. In consequence of this, philosophy, if we are still to call it so, could not but sink into ever lower depths, till at last the lowest stage of degradation was reached by Hegel, who, to stifle again the freedom of thought won by Kant, turned Philosophy, the daughter of Reason and future mother of Truth, into an instrument of obscurantism and Protestant Jesuitism, but in order to hide the disgrace and, at the same time, stupefy men's brains to the utmost, drew over her a veil of the emptiest verbiage and most senseless hodge-podge ever heard out of Bedlam.

Schopenhauer's account of our subject is more in accordance with the commonly received definitions than the one first above given. In *Welt als Wille* (I, Sec. 13), he says: "Laughter never arises from anything else than a suddenly recognized incongruity between the conception and the real object that in some respect or other has been thought thru it, and is in itself simply an ex-

*Address prepared for Superintendents' Meeting, but owing to the absence of Dr. Hill was not presented.

pression of this incongruity. The greater, the more unexpected in the apprehension of the laughter this incongruity is, the more violent will be the laugh."

WHY THE SUBJECT IS CHOSEN.

The fitness of this topic for the consideration of educators does not require to be vindicated. More trouble comes to those who are in charge of the training of youth, especially to those responsible for discipline, from what is called mischief or fun, than from any other source. College presidents, school superintendents, and teachers would sleep sounder and breathe easier if they could take out a policy of insurance against outbreaks of this nature. It is not reassuring to find in the replies to the questionnaire sent out by Dr. G. Stanley Hall and Mr. Arthur Allin, that among the things specified in the highest percentage as amusing were these: a goose placed in a teacher's seat and pins stealthily inserted in teachers' chairs. There is this striking difference between the offenses with which the administrator of discipline has to deal. If they spring from fun, then, no matter how disorderly or troublesome be the case, it is considered by the culprit a complete defense to say that the act was done "just for a joke," while for an act done otherwise it would never occur to the offender to plead that the act was done "just for anger" or "just for spite." "Just for fun" seems to rule out of consideration all reference to the moral law. When a noted politician said some years ago that the Ten Commandments and the Golden Rule had no place in politics, he expressed about politics what is generally accepted as true, especially by the young, about whatever is done in the name or under the plea of mirth or mischief. Charles Lamb has suggested that the leading element in the enjoyment of certain forms of comedy consists in the fact that they free us from the burden of our habitual moral consciousness. Those whom Kipling calls "grown-ups" are in this respect but children of larger growth. One purpose of the present paper is to draw attention to this claim of exemption on the part of Fun from moral law, and to point out some of its consequences.

ORIGINS.

The topic must first be genetically treated. It is necessary to admit at the outset that the sources of this Nile remain undis-

covered. So little is definitely known on the subject that in the ordinary manuals or text-books on Psychology the topic is wholly ignored. Hall and Allin (*American Journal of Psychology*, Vol. 8, No. 40), say: We are persuaded that all current theories (on the subject of the psychosis of laughter) are utterly inadequate and speculative, and that there are few more promising fields for psychological research. Of their own work, the first undertaken in accordance with modern methods, they say: "It is so inadequate to the vast and hitherto unsuspected complexity of the subject that it can hardly claim to be more than notes calling attention to the need for further detailed work." Accepting these statements as coming from high authority, the present paper, whatever may be its faults, will at least be free from that of dogmatism.

Let the mind run over the list of words suggestive of this subject: banter, blithe, burlesque, caricature, chaff, comic, derision, drollery, frolic, fun, glee, grotesque, hilarity, humor, irony, jeer, jest, joke, jovial, ludicrous, merriment, mirth, mockery, quip, quirk, pleasantry, raillery, rally, retort, repartee, ridicule, sarcasm, sardonic, satire, scoff, smile, sneer, sport, tease, taunt, travesty, wag, wit, whimsical. These words have set the consciousness traveling in brain-paths of very different directions, some pleasant, some painful. We find Sidney Smith saying in one place that wit and humor are "the oil of life," given to man to "charm his pained steps over the burning marl"; in another place we find him saying: "I wish after all I have said about wit and humor that I could satisfy myself of their good effect upon the character and disposition, but I am convinced that the probable tendency of both is to corrupt the understanding and the heart." Can the same fountain send forth waters both bitter and sweet? Can philosophy penetrate thru this diversity to unity? Or must we not seek diverse origins for effects so variant?

ANIMAL EXHILARATION.

Beginning with the animals the better opinion seems to be that something akin to human laughter may be observed in their antics, pranks, and capers. If the motion of the head has given us one of our names for the "wag," why may it not be true that the dog laughs with the wag of his tail? A young colt driven out of a pasture, if not too closely pressed, will approach the gate, as if about to dart thru it, when he will suddenly wheel and scamper off to the remotest end of the field, and then return to the gate in

a mad run, wheel again, repeating the sport until he is forced thru the gate or becomes tired of the frolic. This is pure animal spontaneity expressing itself in a way that is pleasurable and suggestive of glee. Children seem to possess an enormous over-provision of stored-up activity or innate animal spirits, and laughter is one vent or safety valve for this exuberance. In adults the same feeling is the physical exhilaration of realizing existence as a joy, which comes to all healthy natures when out of doors. Now one invariable characteristic of this exhilaration, especially when felt in a high degree of intensity, is the feeling of power, of exaltation and (lacking a better word) expansiveness. It is physical megalomania. He is not to be envied who has not felt in such moods that he could vault over a mountain or leap the gorge at Niagara, or get the best of a Mogul engine in a head-end collision. Now, if physical vitality supplies this enjoyment in "these degenerate days," how much more intense and thrilling must the same sensation have been in the "good old days" of animal development unhampered by civilization; when the human foot, for instance, before it had been shut away from the fresh air for centuries in bandages of cloth and the strait jacket of leather, might know the joy of the elastic spring in the dance or the leap, which was one of the natural manifestations of this physical ecstasy. Is not provision here made in this feeling of power, exhilaration, and expansiveness for association of ideas between merriment on the one hand and extravaganza and exaggeration on the other? May not the partial truth of Hobbes' theory lie at this point, that "laughter is a sudden glory arising from a sudden conception of some eminency in ourselves," etc., which Bain interprets thus (*Mental Science*, 316): "In other words, it is an expression of a pleasurable feeling of superior power." Is this, in part, the "freedom or caprice of subjectivity" which Dr. Baldwin gives as a summary of the theories of Schlegel, Schelling, and Hegel? Burlesque is one of the earliest forms of the comic. Children relish "Gulliver's Travels" without a thought of the ulterior satire intended by the Brobdignags; and probably such scenes as those in which Pantagruel combs cannon balls out of his hair as he walks off the battlefield have afforded enjoyment to readers who never troubled themselves with the interpretation of Rabelais. It is said that the witticism which produced more laughter than any ever heard in the House of Commons was that of Sir William

Windham, who exclaimed to an audience familiar with the slow movements of the English court of chancery: "Talk of taking Antwerp with thirty thousand men and twenty ships of the line by a *coup de main*! Good God, sir, you might as well talk of a *coup de main* in a court of chancery!" The wit lies in the hyperbole. Exaggeration is said by so good an authority as the late S. S. Cox to be the chief characteristic of American humor. It is illustrated by the patriotic geographer, who said that America is "bounded on the north by the aurora borealis; bounded on the east by the history of the past; bounded on the south by the torrid zone, and bounded on the west by the day of judgment." The explanation here attempted may be, and doubtless is, inadequate. The only suggestion is that the explanation finally accepted must have the merit of accounting, thru a pleasurable association amiable in its tendency, for those forms of wit and humor which, in their origin, could hardly be kindred to the sources of satire, sarcasm, irony, jeers, raillery, ridicule, and all those forms of the ludicrous which are impossible without a victim. These types of wit and humor will now require attention.

IS CRUELTY THE SOURCE?

'George Eliot says, in her essay on "Heine," that probably the enjoyment of the ludicrous is a development of the savage delight in witnessing the tortures inflicted on an enemy. She recognizes, however, the possibility that the pleasure thus derived may be refined and sublimated so as to lose all trace of its origin; for in her "Choir Invisible" the prayer for impersonal immortality runs (in part):

May I reach that purest heaven,
Enkindle generous ardor, feed pure love,
Beget the smiles that have no cruelty, etc.

While George Eliot's theory is inadequate as an explanation of the whole subject, it deserves consideration; for George Eliot was a psychologist in the same sense that Shakespeare was a psychologist. In what then do savages delight that bears resemblance to the modern enjoyment of the ludicrous?

The American Indian was a taciturn creature, but he relished taking the scalp of his foe, making his captive run the gauntlet or writhing at the stake. The Roman populace enjoyed the humiliation of the enemy in the spectacle of the triumph, and reveled in the bloody gladiatorial combats. The Mexican and Spaniard of today

are entertained by the bull-fight, and if a luckless toreador is landed on the horns of the infuriated bull it is "great sport." How easy it is to translate these forms of savage or semi-civilized amusement into modern conceptions. Beginning with the last illustration, what is it but a refinement of the same cruelty when we delight to see one disputant "impale another on the horns" of a dilemma? What will so quickly crowd the galleries of the senate as the announcement that there is to be a "tilt" between two sharp-tongued senators; and what is such a scene except a gladiatorial combat on an intellectual arena? When a mob jeers or taunts some unpopular personage, what is the ordeal but his running a gauntlet where invective and sarcasm take the place of tomahawks? When in repartee or retort the victor glows with satisfaction in beholding the confusion and shame of his conquered antagonist, what is this but a more refined gloating over the writhings of an enemy at the stake? When on one occasion a small boy, under pretense of throwing a bouquet to an undergraduate speaker on the stage at commencement, aimed at the head of a pompous trustee and knocked off his wig, did there not dangle from his belt a veritable scalp? What was the West Point hazing but modified barbarism? What is a practical joke in its roughest form but unmitigated savagery?

As the former theory found some support in Hobbes' account of the subject, the present contention is sustained by the partial truth embodied in Bain's definition. He says: "The occasion of the ludicrous is the degradation of some person or interest possessing dignity in circumstances that excite no other strong emotion." Bain cites in support of this Quintillian: "A saying that causes laughter . . . is never honorable to the subject of it." He does not cite a still more pointed paragraph in "Cicero de Oratore," as follows:

As regards humor, there are five points to be examined: what it is; whence it is; whether it is the orator's part to wish to raise a laugh; how far; what are the classes of humor. And that first, what the laugh is, how it is aroused, where it is, how it starts and breaks out so suddenly that we cannot restrain it when we would, and how it seizes on the sides, the mouth, the face, the eyes, all at the same time—let Democritus see to it; for it has nothing to do with the discussion, and if it did, I should still not be ashamed not to know, because even those who profess to know do not. Now the ground, and, so to say, the region of the ridiculous, lies in

some baseness or deformity. For the sole or principal things which are laughed at are those which mark and point out—but not in a base way—some baseness.

A little negro bootblack picked up on the sidewalk the stump of a cigar and, walking into a store, politely said to the proprietor, "Mister, please gimme a match." "Get out! we don't give away matches to trash like you," was the reply. The little gamin walked out, earned another nickel by a shine, returned to the store, bought a box of matches and lit his treasure trove. He then handed the box back to the proprietor with the remark, "Please put that box on the shelf, and next time a gen'l'man axes you for a match give him one out of my box." We enjoy seeing the impolite adult degraded to his true position below the level of the street arab in the qualities of a gentleman. On one occasion Douglass Jerrold saw a pompous magnifico walking on the other side of the street. He walked over and said to the impersonation of importance and dignity, "Pray, sir, I would like to know if you are anybody in particular." J. L. Ford, as quoted by Hall and Allin, says: "Careful study of the work turned out by professional jokemakers reveals the fact that fully nine-tenths of their humor is founded on the simple idea of disaster or misfortune. Nearly all primitive humor is founded on this simple idea. In the English pantomime, in which many of the most ancient forms of jest are so firmly imbedded that they are in as fine a condition today as they were under the reign of the Merrie Monarch, all the fun depends upon indignities heaped upon the different characters. For a great many years nearly all our national humor had for its foundation the mother-in-law, the goat, the stovepipe, and the banana-peel."

Heine, lying on his mattress grave, in a delirium of wit transferred this conception of the enjoyment of suffering in true anthropomorphic fashion to the divine being:

What avails it me that enthusiastic youths and maidens crown my marble bust with laurel when the withered hands of an aged nurse are pressing Spanish flies behind my ears? What avails it me that all the roses of Shiraz glow and waft incense for me? Alas? Shiraz is two thousand miles from the Rue d'Amsterdam, where, in the wearisome loneliness of my sick-room, I get no scent, except it be, perhaps, the perfume of warmed towels. Alas! God's satire weighs heavily on me. The great author of the Universe, the Aristophanes of Heaven, was bent on demonstrating, with, crushing force, to me, the little, earthly, German Aristophanes how my wittiest sarcasms are only pitiful attempts at jesting in

comparison with His, and how miserably I am beneath Him in humor, in colossal mockery.

A kindly commentator says of this: "It is not for us to condemn who have never had the same burden laid on us. It is not for pigmies at their ease to criticise the writhings of the Titan chained to the rock."

MORALIZATION OF MIRTH.

Since this paper is not scientific in aim, but has a practical purpose, it may be well to establish by further considerations the antisocial nature of the ludicrous; the ultimate object being to make an argument that our homiletics—in the pulpit, press, and schoolroom—should endeavor to bring about a moralization of Wit and Humor.

(To be continued in the May number.)

FOREIGN LANDS.

UP into the cherry tree
Who should climb but little me?
I held the trunk with both my hands,
And looked abroad on foreign lands.

I saw the next-door garden lie,
Adorned with flowers before my eye,
And many places more
That I had never seen before.

I saw the dimpling river pass,
And be the sky's blue looking glass;
The dusty roads go up and down,
With people tramping into town.

If I could find a higher tree,
Farther and farther I should see,
To where the grown-up river slips
Into the sea among the ships.

To where the woods on either hand,
Lead onward into fairyland,
Where all the children dine at five,
And all the playthings come alive.

—Robert Louis Stevenson.

HOW ELIZABETH PEABODY BECAME A KINDERGARTEN CONVERT.

ANNE L. PAGE, DANVERS, MASS.

AS one looks around in the weekly program meetings in Boston at the hundreds of kindergartners who find help and inspiration there, the thoughts often go back (if one is old enough) twenty-five or thirty years, when all the kindergartners and friends of the kindergarten used to gather in Miss Garland's hospitable parlors, with room to spare.

Those days have now taken on the sad, sweet charm that comes over the past when they have gone who made it what it was, and they are recalled with mingled feelings of pleasure and sadness.

But it is well to recall them that the new generation of kindergartners may know of those days of small beginnings, and learn something of their indebtedness to the early workers in the cause.

This new generation has clearer and wider views of the philosophy underlying their work, but they can find something to pattern after in the loyalty and devotion of those early workers, whose center was the pleasant house in Chestnut street.

Thither, among others, came Miss Elizabeth Palmer Peabody, the acknowledged head of the kindergarten movement. She was always a welcome and honored guest, valued as a friend and co-worker by Miss Garland and Miss Weston. It is to speak of her that this fragmentary sketch is written.

She had been for many years the teacher of the children of the most intelligent families of Boston, and held an important place in its best intellectual life. She was the elder sister of Mrs. Nathaniel Hawthorne and Mrs. Horace Mann, both of whom she survived by several years.

They were three, unusually gifted women, daughters of an equally gifted mother—who had come of a family of scholars and thinkers, and had lived always in an atmosphere of books.

It would be hard to find more interesting pedagogical reading than is found in the account given by Miss Peabody and Mrs. Mann of their own and their mother's teaching. Mrs. Peabody kept a famous school in the city of Salem, in the early part of the last century. Her ideas of the value of good literature, English

as well as classic, were very advanced for those times. Schools and colleges seem only lately to have caught up with her and her daughters. Miss Peabody writes in her account of her own teaching: "The characteristics which gave my school such value and success as it had were not new in themselves. I think, tho, they were original with me in that I worked them out myself to meet such wants of the young mind as I, even as a child, felt were not met by the current system of school teaching, to which I was in a degree subjected; and yet they were implicitly suggested by my mother, who followed her motherly instinct in some degree with her children, altho she did not have quite self-reliance enough to do so with the pupils she was paid to instruct, and with whom she felt bound in the main to follow the time-honored traditional system." But Mrs. Peabody was such an ardent lover of great literature that she could not help trying to give something of it to her pupils, and so, in the four school afternoons of the week* while the girls were doing "plain sewing that required no thought," she read, or used to have read to them, "whatever was charming," in order to form an enthusiastic love for good literature.

"We read," writes Miss Peabody, "Goldsmith's History of England, Greece, and Rome, on two afternoons in the week, and on two others the great works of literary art, the Iliad and Odyssey, Tasso's Jerusalem, and others. There was a great deal of conversation about what was read, and part of the time was taken up in reading papers that my mother selected for their beauty or interest, from the *Spectator*, *Rambler*, and sometimes from the *Edinburg* and *Quarterly Reviews*; and accounts of books from the old *Monthly Review*—an admirable kind of periodical that has completely gone out of fashion. Sometimes she read her own translations into modern English of Chaucer and Spenser."

Mrs. Peabody left, in manuscript, a rendering of the whole of Spenser's "Faërie Queene," of which the "Legend of Holiness" was published in Boston in 1839. It is now out of print, but the writer of this sketch is the fortunate possessor of a copy, and can testify to its power to interest children of eight and ten as well as grown-up people. It is to be hoped that her grandchildren will some day have the whole published. No wonder that her daughters,

*In those days school was kept every morning, and there were two half holidays, on Wednesday and Saturday afternoons. This arrangement came down from Puritan times, when Wednesday was a "lecture day," and the conservative old city of Salem has kept it up until within twenty years.

educated and inspired by her, kept famous schools. As Mrs. Mann says, they "skirted the borders" of Froebel's method without knowing it. They taught literature as their mother had done, and Mrs. Mann added nature study. Miss Peabody's teaching of English and Latin, without the technique, at first, was many years in advance of her time. Of her teaching of geography she says: "Here, as in everything else, I tried to give impressions of things, instead of letting the children's minds rest on words, as they do when committing books to memory while the imagination is idle."

She was fully prepared to appreciate the kindergarten when it came to her. She used to tell the story of her introduction to it by the little daughter of Carl Schurz. It was some time in the fifties that she was invited to meet Mr. and Mrs. Schurz at the house of a friend in Roxbury. She spent the night, and in the morning her attention was attracted to a group in the grounds. The little visitor had begged some peas of the cook, who was shelling them for dinner, and with them and some slender sticks she was making a variety of forms, to the delight of the children of the house. Miss Peabody was surprised by her skill and her knowledge of form, and when she returned to the house she told Mrs. Schurz that her little girl was a prodigy. "Oh, no, she isn't," said Mrs. Schurz, "she has been in a kindergarten." She gave Miss Peabody some account of this new education, and what the latter learned that morning was an inspiration to her. She afterwards studied the system in Germany.

It must have been in the first years of the *Atlantic Monthly* that there appeared the first popular article upon the kindergarten published in America, written by Miss Peabody. For many years she labored indefatigably with tongue and pen in behalf of the cause, and now that kindergartens are established in the length and breadth of the land, and are numbered by thousands, her early untiring devotion should be gratefully remembered.

There is the kind of memorial in Boston that she would have liked best, in the Elizabeth Peabody House. This is the center for various kinds of settlement work, including a kindergarten. May the gratitude of American kindergartners, each giving a little, see that this work is sustained and Miss Peabody's memory kept always green.

You can never truly appreciate the past till you put yourself into the problems of the present.—*Francis W. Parker.*

MISS MURRAY TELLS OF THE CONTENTS OF CERTAIN SOUTHERN CHILDREN'S MINDS.

A WAY down in the land of galax and blackberries we have followed the plow for some six months past—thru heavy soil indeed, but with the Blue Ridge in sight. "Uncle Froebel" hasn't aroused any wild interest as yet, and we are considered terribly expensive at \$1.50 per month, but we have somehow made out to enjoy ourselves—we children—and have done things, lots of things. Most of all, we have lived in the open, both metaphorically and in fact.

Away back in the fall when we set out together we didn't harvest exactly, not being landed proprietors as yet, but we had a hand in it and in the marketing of crops, and we made a string of prodigious vegetables, in color to remember it by, which still hangs above our little hats and coats. We played in the aisles of the real cornfields and made a game about it afterwards. We visited the livery barn and saw the stores of feed put by for the time to come. We saw the corn made into meal and the wheat into flour and the flour into bread, and we played it all over again with our clay and our blocks and our paints and all. We made little games about these things too to last the year thru. And then when the leaves were falling, we went to the mountain and lunched under the trees and on them, and buried ourselves in leaves and brought home some of every kind to make leaf borders for our room, and to play with till we knew them all. We learned what things are made of oak and poplar and chestnut and maple, and where these things are made—many of them in our own town—and which trees our own houses and furniture are made of, and why stairs are made of oak and banisters of poplar. We made chains of nuts, too, beautiful ones, and a whole flock of birds for our room, always flying south but never getting there.

Then, when it grew cold and we had to have fire, we learned where the coal comes from—whole trains of it, that pass thru every day, and a little about our winter and summer clothes.

Now, with the new year, we are learning about Father Time and his days and weeks and months and years. We know that the earth turns 'round every day and what makes morning. We can set the kindergarten clock, and our own little clocks that we

made, at school time and dinner time and supper time. We know which is east and which is west, and we know the days of the week, but not much more. We are going to learn about the moon and stars, and have a story about the "Nebular Hypothesis," and another about the "Princess Daylight," because some of us like true stories best, and some of us always want fairy tales.

When we first come to kindergarten in the morning some of us take turns with the swing and some play in the sandpile, but the most of us play with blocks on the floor. We have "stacks" of blocks (made here), one great box of cubes, one of "pipeds," one of roofs, and one of "poplar squares."

Sometimes we put our blocks all together and make a train as long as the room, or a great staircase, but most days each of us has a pile for himself.

Hiram always used to want a whole boxful, and cried when he had to divide, but he's nicer now.

Malcolm used to make churches every day—always four—a Methodist Episcopal, Baptist, Presbyterian and Episcopal, but lately he makes stairs with banisters, oak stairs with poplar banisters. It's hard to do because the banisters fall off, but he is very patient. One day he wanted to teach Miss Murray how to make stairs, so she sat down and made them just like his. When she had finished he said, "Now you know how. Eddy learned Leary and Leary learned me and I learned you;" and Miss Murray said "yes," just as if she hadn't known how before. None of us liked Malcolm at first. He was always so dirty—red clay color—and his stockings were always down, and he was always ready to fight. Twice he had to sit in the little room alone for a whole hour. But now his face and hands are always clean, and he is so ashamed when his waist is dirty, but he says he can't have more than one a week. (He hasn't any mamma to wash them.) He asked his grandpa to get him some supporters to keep his stockings up like the other boys; and then at first he wore his pants rolled up to show them. He does the most careful work with his hands, and how he does love the things he makes! Yesterday he was asked to count the children. The circle was crowded so that he couldn't get behind his chair, so he asked if he might go in front this time (most of us wouldn't have asked); and one day when he had been asking for a drink he got the cup of water, and then he said: "Is it polite to drink first?"

Edward always tries to get to kindergarten first in the morning, and if any of us are before him he looks very mad, and sits down in his chair and won't play at first. Edward is very big and strong and hearty, but some way he never can help bumping into things and people. At first he knocked his partner down every time he skipped, so that we were all afraid of him, and Miss Murray had to skip with him till he learned. Of course he couldn't knock her down. He skips with only one foot now.

One day he ran straight into the piano so hard that it made a dent in his head, and he tumbled backward and knocked Martha over, and they both cried. Another day he stepped on the brown bunny, and in trying to get off he overturned the washbasin on top of the white bunny—soapsuds and all. We thought they would both be killed, and Edward stood wringing his hands and crying "I didn't go to!" "I didn't go to!" He works very hard, but it is hard for him to make paper things. He so often tears them, and then he tries to paste them together by licking them. When Miss Murray shows him the dirty spots he looks very sorry and says: "I didn't go to!" Miss Murray says he will do splendid work when he is a man.

One day when Will Williams had just come home from Washington, he told us that he had crossed the Potomac River on a railroad bridge. Howard said: "Oh, Miss Murray, let us get the blocks and build railroad bridges!" We were in our chairs and it was story time, but we brought the blocks right onto the circle, and each of us made his own kind of bridge. Miss Murray showed us how to make bridges that would open to let boats thru, and how to build high trestles by using the sticks. Since then we build bridges a great deal. We build clock-towers, too, and bell-towers, and swing bells and pendulums in them. We can always have beads and sticks to use if we like.

We all like to play with the colored balls. Miss Murray used to let us have them to play with before kindergarten, till we began fastening them around our heads and running around hooting and playing Indian. Now we have them just for quiet games like Tick-tock, and Bell-tower, and others.

Sometimes we play so hard before kindergarten that we keep on playing and talking after we come to the table. Then we have to stop talking altogether, and anyone who talks must sit in the corner alone. It is nicer when we can talk and don't talk too loud.

Howard knows more than any of us. He remembers everything that Miss Murray tells us, and can tell it long afterwards. He tells Uncle Remus stories, too, a new one every day.

One day we were cutting paper leaves. Edward said: "Nobody can make a real leaf; nobody but God." Malcolm said: "Grandpa says God made me out 'o the dust o' the yearth." Little John Ainsworth said: "God made me out o' cla-ay," and he looked at the clay jar and then at himself. Hiram said he was made of mud. Miss Murray said: "I think you're made of flesh and blood, like all little boys and girls." Malcolm didn't like that. He looked very cross, and said: "Grandpa says I'm made o' the dust o' the yearth; I *am*, too."

One morning when we were talking, Howard said: "One o' these days you'll all come down here and you won't see me. I'm going to the graded school." Then little Tom, who always says something when Howard does: "One o' zese days you'll come down here an' you won't see me. I'm goin' to de wah."

At story time Hiram listens so hard that his eyes 'most drop out, and when the story is done he always has one of his own to tell. The little girls like "Persephone" and "Mabel on Midsummer Day" best, but the boys like "Pegasus" best of all. Always when Miss Murray tells how Bellerophon, hiding in the bushes, saw the white-winged horse come down, Baby Lonny sits back on two legs of his chair and shouts: "Onth I theed a horth with wingth!" We like the "Pied Piper," too, and all the animal stories.

After stories a good lady comes in to play for us and we sing. Little John Ainsworth is too fat to do anything as fast as the rest of us do it. He sings very nicely alone, but when he sings with us he never begins till we are half thru the first line. Then he begins at the beginning and shouts, oh, so loud, that we all stop to listen. Sometimes we let him sing it thru, and then we ask him to listen and hear us sing.

At game time we like "Travelers" best of all, because we can come from so many different lands. We like Soldier Land and Skipping Land best. We can march and sing "Soldier Boy," or march all around the room with flags, or clapping hands, or we can be soldiers on horseback. We can skip, too, in ever so many different ways, with partners or without.

(Squirrel Land is fun. We play that when we can't have music.)

When we skip the boys all want to skip with Martha. She is

gentle, like all the other little girls, but she is merry, too. She laughs when she comes in the morning, and she laughs till she goes home, just because she is happy—as a little bird sings. Martha knows she is a little worm o' the dust (she has been taught that), but she doesn't care. She knows half the catechism, and her papa thought she would learn it faster if she went to kindergarten. But when he found that she didn't learn catechism in kindergarten, nor anything like it, he decided to take her out. He told her so one evening when they were all sitting together around the fire. Martha said not a word, but she looked at the ceiling till her eyes grew too big for her face, and then she crept behind her papa's chair and wiped them many times. Then she came and sat in her little chair again. "Big Mother" was the only one who noticed ("Big Mother" has time to notice little things like that), and when Martha had gone to bed Big Mother told. So Martha is still in kindergarten. One evening her big sister Mary was looking at a picture of a miner, and Martha told her a long, true story about coal and the miners and the donkeys. Another time Big Mother had a headache; Martha cuddled up beside her and asked: "Would you love to have me sing you some little songs?" And she sang several little songs sweetly and truly. So maybe kindergarten hasn't hurt her after all.

This is written out of the stress, dear friends, and so has neither beginning nor end. Out of the South greeting!

February, 1902.

GERTRUDE MURRAY.

MODERN WAYS OF MAKING A MAN.

HURRY the baby as fast as you can,
 Hurry him, worry him, make him a man.
 Off with his baby clothes, get him in pants,
 Feed him on brain-foods, and make him advance.
 Hustle him, soon as he's able to walk,
 Into grammar school; cram him with talk.
 Fill his poor head full of figures and facts,
 Keep on a-jamming them in till it cracks.
 Once boys grew up at a rational rate,
 Now we develop a man while you wait.
 Rush him thru college, compel him to grab
 Of every known subject a dip and a dab.
 Get him in business, and after the cash,
 All by the time he can grow a mustache.
 Let him forget he was ever a boy,
 Make gold his God and jingle his joy.
 Keep him a-hustling and clear out of breath,
 Until he wins—nervous prostration and death.

—*Waterman.*

CHILD LIFE AS RECORDED IN HISTORY, AND ITS PLACE IN KINDERGARTEN TRAINING AND PROGRAM WORK.

NINA C. VANDEWALKER.

THAT education should lead the child to see the unity of life is one of the cardinal doctrines of the Froebellian philosophy, and the realization of this end determines in no small degree the form and method of kindergarten procedure. The subject-matter of the program is selected with reference to this end; the character of the nature work is determined by it; the songs and games are chosen to enforce it, and the gifts and occupations have this as their main purpose.

Admirably as this fundamental thought has been worked out in many lines of kindergarten work there are other phases of the same truth which are equally adapted to its illustration, but which have been neglected, both in the work with children and in that of the students in training. "The human spirit is a living unity, and it should never be content with a fragmentary expression of its wholeness," says Froebel. If the child is to feel the unity that binds the members of the family into a living whole; if he is to trace a few of the lines that connect him with the industrial order; if he is to see the relation between man and nature, does he not need equally to see and feel the unity of mankind? The solidarity of the race was a favorite theme with Froebel; the development of the race his favorite study. Is it not because of his own insight into the development of the race as a whole that his insight into the development of the child was so clear? Where is the unity of life more apparent than in the study of race life? Where can the course of development be more clearly traced? In view of Froebel's emphasis upon the parallelism between the development of the child and that of the race, is it not strange that race development—anthropology, if you will—should have received so little attention in training work. The child needs to see the unity of humanity as he needs to see unity along other lines. But whether or not the child needs this insight, the student in training unquestionably needs it, if for no other reason than that without it she can only partially grasp the principles of Froebel's philosophy.

The emphasis upon the technique of the kindergarten in most training schools, and the consequent crowding out of the course the studies that give the larger view, is one reason for the lack of real insight into the fundamental principles of kindergarten procedure on the part of kindergarten graduates. The training teacher expounds the law of evolution to her students, and wonders why their application of it is so mechanical. Had they made a systematic study of biology, their insight into the significance of the law would enable them to grasp Froebel's conception of education, and to apply it intelligently to the work with the children. The parallelism between the development of the child and that of the race is pointed out to students, but it makes no impression and produces no appreciable results. Were they familiarized with the facts of race development, their insight would be immeasurably clearer, and their practical resources would be materially increased. Many other illustrations might be given of the value of the larger view. Is it not expecting the young kindergartner to make bricks without straw to ask her to apply principles intelligently when she is unfamiliar with the facts upon which the principles rest?

In the writer's judgment there is no subject of general culture that clarifies the student's general knowledge more, or that illumines the principles of Froebel's philosophy to a greater degree than the subject of anthropology. For it is not enough to study the present-day child only. A knowledge of childhood in other ages and under other conditions is needed to show what is fundamental and permanent in child life, and what is accidental, or the result of environment. A study of any of the phases of a child's development gains immeasurably in significance and value if made in the light of the genesis of the corresponding power in the development of the race. At the present time primitive art and art forms are receiving especial attention, but a knowledge of culture history in general is needed to determine the value of such forms in guiding present-day procedure.

The value of a knowledge of race development is frequently touched upon in Miss Blow's "Symbolic Education," tho the treatment of the subject is too comprehensive for the student to grasp without a preliminary study of the facts upon which the generalizations are based. Dr. Denton J. Snider has made a valuable contribution to sociological and anthropological literature in his

recent book, "Social Institutions," a contribution that will be of service in interpreting Froebel's conceptions in this respect, but it also presupposes an acquaintance with the facts of descriptive anthropology, which the average student can hardly be expected to possess.

Recognizing the need of a knowledge of anthropology in a kindergarten training course, the writer has evolved a course known as "Child Life in History," which is given each year to the seniors of the kindergarten department in the Milwaukee Normal School. In working up the course valuable suggestions have been made by Dr. Herbert E. Bolton and Mrs. Grace Darling Madden, of the department of history. The main purpose of the course is to give as clear an insight as can be obtained into the family life of significant peoples in the representative stages of culture history, that the conditions of child life may be noted, and the progressive character of its activities recognized.* The selection of topics from the general field of anthropology is determined by this purpose, but the interest in the course has led to sufficient collateral reading to give a fair insight into general anthropology. The results of the course have been more than satisfactory. The students' interest in child life has been materially broadened and deepened, and their insight into the principles of Froebel's philosophy is perceptibly stronger.

Because of the student's familiarity with the facts of child life among representative primitive peoples, a line of work has been carried on in the kindergartens connected with the Milwaukee Normal School the past winter that has proved both interesting and satisfactory to all concerned. The child life of representative primitive peoples, such as the Eskimo, the African, the Indian, and others, has been made the basis of the program work, the organizing principle being the dolls with which all children play, whatever their culture status. The point of departure was a collection of dolls made at Christmas-time, the collection being purposely made to contain an Eskimo doll, an Indian doll, and a black doll, as well as several others. Imaginary journeys were then made to the children who played with such dolls, and the story of how these children lived and played, and how their mammas and papas cared for them, was told by means of original

* See the author's articles, "Some Demands of Education upon Anthropology," *American Journal of Sociology*, Vol. IV, p. 69, and "The Culture Epoch Theory from an Anthropological Standpoint," *Educational Review*, Vol. XV, p. 374.

stories based on known facts, aided by pictures and blackboard sketches. The children thus lived in imagination in the igloo of their Arctic neighbors, or visited in the hut of their tropical friends. They played the games of the children whose guests they were for the time being, and represented their homes or characteristic implements by means of appropriate gift or occupation material. If children of kindergarten age can realize in any degree that their life is one with that of the bird, from a consideration of the bird mother's care for her nestlings as suggested in the Mother Play, "The Nest," they realized more fully from the work outlined that "God hath made of one blood all the nations of the earth." If they can grasp, even in the most feeble way, the dependence of man upon nature, from the customary work upon trades and occupations, they grasped the meaning of that truth more clearly from the work described. And if the child needs the story of the farmer or the miner to give him an insight into the social significance of labor and the laborer, does he not need equally the lines of work that show him the unity of mankind, and that inculcate respect for peoples other than our own, regardless of race, color, or social condition? That the child needs the symbol—truth in a simple form—as a key to the interpretation of truth in its more complex forms is one of the fundamental principles in Froebel's philosophy. The picture of social and industrial life in these simple forms is the simple truth—the symbol—by means of which the child interprets the more complex life about him. It thus serves a manifold purpose in his development.

There are doubtless many kindergartners at the present time who would hesitate to undertake any work along this line because of recent criticisms made by Miss Blow upon Hiawatha as a subject for work in the kindergarten. The criticisms may have been more than justified in the cases described—any subject may be so handled by an inexperienced or incompetent kindergartner as to violate the principles upon which the kindergarten is based, even those approved by Miss Blow herself; but the inference that the work was un-Froebellian because Hiawatha was selected as the subject, is, in the writer's judgment, wholly unwarranted. The kindergartner who has taken up this or similar lines of work may have deserted the Froebellian standard and enlisted under the banner of Herbart, but the fact of her having selected the story of Hiawatha—a type of child life—is no evidence that her loyalty is questionable.

It may be true that Hiawatha is not a moral ideal to be presented to the children, tho even that may be questioned, but does it prove the story of Hiawatha, or similar work, valueless even if it is true? Holding up moral ideals is unquestionably one of the fundamental purposes of story-telling, but it is not the whole purpose. If it were, most of the stories of plant and animal life would have to be discarded, as well as the stories of industrial life that aim to give clear mental images of things or processes for the purposes of comparison of any sort. Whether or not a subject is an "arbitrarily chosen center" depends upon the kindergartner's insight into children's fundamental interests, and her skill in leading from certain expressions of that interest to other and related forms. Many of the subjects supposed to be thoroly appropriate are practically "arbitrarily chosen," because the power to lead the children out from their own fragmentary thought is lacking on the part of the kindergartner. The work in question may be one of the most effective means in aiding the child's confused thought to "unwind itself." That the children to whom Miss Blow referred were not interested needs another explanation than inappropriate subject-matter; as a rule they are highly enthusiastic. That they did not wish to live as Hiawatha did is no proof that the work was unsuccessful; it may have indicated instead that they had interpreted modern life in the light of primitive conditions, and that they had begun to appreciate in a degree the advance of civilization.

In the criticism in question Miss Blow pointed out the importance of leading children to recognize, if ever so feebly, the spiritual solidarity of human life, *i. e.*, the unity of humanity thru the work in the kindergarten. That such recognition comes fundamentally thru the child's own experiences of the unity that binds him to those about him in ever-widening circles, no one will question, but it is precisely because the work outlined supplements and enforces this important thought that it was taken up and advocated. Jane Andrews' "Seven Little Sisters" shows that its author had grasped this important point, and it is because the children feel the living truth it embodies that it has become a classic. The thought it contains is no less valuable for children of kindergarten age.

If students in training were given the larger survey of the field of thought they would find it less difficult to lead the children

into right ways of thinking, feeling, and doing. Modern educational thought has rejected the Herbartian doctrine of the ego; even the Herbartians themselves acknowledge self-activity to be the corner-stone of education.

The broader the kindergartner's culture the more significant will the philosophy of Froebel become to her, and the more thoroughly will she grasp its applications. It is because Froebel himself was a man of large views that his work has a permanent value. If the kindergartner would have her work marked by the same quality she must follow his example.

NESTS.

I know where meadow grasses rank and high
A cradle cover,
Because two bobolinks with telltale cry
Above them hover.

Some mullein leaves beside my garden wall
Grow unmolested;
And under their pale velvet parasol
Sparrows have nested.

An oriole toiled on from day to day—
The cunning weaver—
Tying her hammock to that leafy spray
Above the river.

No wingless thief can climb that elm's frail stair;
Nor guest unbidden
Can reach the snug, aerial chamber where
Her eggs are hidden.

A marsh wren's cunning hermitage I see,
As my boat passes,
Moored to the green stems of a fleur-de-lis
With strong sea grasses.

And stay! I know another pretty nest
Of braided willow,
With dainty lace and knots of ribbon drest,
And feather pillow.

And just one bird, with moist and downy head,
Herein reposes:
He has no wings—his shoulders grow instead
Dimples and roses!

You have a nest and little wingless bird
At your house, maybe.
Of course, you know without another word
I mean—a baby! —*May Riley Smith.*

TWENTY KINDERGARTEN TRAINING SCHOOLS.
WHAT THEY TEACH AND HOW AND WHY—ALSO
REPLIES OF LEADING KINDERGARTNERS
TO IMPORTANT QUESTIONNAIRE.*

VIRGINIA E. GRAEFF, CLEVELAND.

VI.

STORIES, Songs, Games, are our next topics. 3. *a.* Have you ever found the typical stories, songs, and games in current use in the kindergarten too difficult for the ordinary child to follow? If this is the case, will you mention a story, song, and game in which the thought, language, music, and action seem outside the child's experience and beyond his comprehension?

We again begin with the affirmatives:

Yes, during first few years of my teaching, because I did not thoroly understand my children's capacity and put too much detail in stories too difficult for my children, who played without understanding it the game of miller, with water-wheel and stream represented by children.

Yes. One of the subjects touched upon by most kindergartners is the mining of coal. I have often wondered whether the children of our kindergartens understand the process of how coal is found. I believe very few do. I know I have come across songs too difficult for little people, but it may be, as Mr. Neidlinger said, the music suggests one thought, the words another, and the child must learn to put these two together, thus making for himself a triple task.

Yes. Stories—"All-the-year-round Story," "Five Peas in a Pod," "Pegasus," "Clytie," and most stories used in connection with so-called historical, biographical, or mythological works; also many of the nature stories, as "A Lesson of Faith."

Songs and games—"Rippling, Purling Little River."

I have known of stories, songs, and games which, when used with certain classes of children, proved too far from their experience to be of interest, as stories of the Knights and nature myths told to little Italians who had no point of contact in environment.

Yes. In some cases.

"An-all-the-year-round Story"—Child's World. Many of the stories, songs, and games are only adapted to the better classes of children.

*Continued from the March number.

I find all songs, stories, and games must be selected and adapted to the needs of each class of children. I know of almost no story I would tell exactly as written. One verse of most of our songs is enough for the four and five-year-old child, and I am beginning to feel that national games, story, and song should be held in reserve for the children when they enter the grades, as ours do, at six years of age. I would recommend only home and city experience with nature work given to the children of strictly kindergarten age.

The stories have always been adapted so that they would come within the child's comprehension. The songs have been chosen from among the simplest ones.

We try to select typical games, songs, and stories that touch the child at some point in his environment.

I have never used typical stories, songs, or games unless they were really helpful in enhancing the value of the work in hand. I cannot understand any other use of them.

One answer is in the negative, without comment. The other suggests that no typical stories used by the correspondents are too difficult, and the three that follow speak for themselves:

I do not think the typical songs, games, and stories properly presented are too difficult for any normal child.

The typical stories, songs, and games in current use in the kindergarten have not been found too hard or too involved in thought, language, or music for children of kindergarten age.

I have a free kindergarten, and have frequently found that I must use only simple, short stories and songs.

We have found that children must be trained to listen to stories, to concentrate their attention, and that the story must be adapted to the class of children, their age, environment, etc. An experienced kindergartner will have no difficulty in doing this, even in a mixed school of all ages.

The next questions under stories, songs, and games have met contrasting answers

Have you found the Knights understood by the children? If not understood, can you suggest any way in which its principles can be retained and its details simplified?

Our first group of answers reads as follows:

The old song, story, and game of "The Knights" seems quite outside of the experience of the average child in our city, besides being partially negative in character. I would introduce the principles contained in the story of the Knights thru stories of heroism nearer to the child's understanding, such as stories of brave

dogs, brave children, Florence Nightingale, and other brave people. Then thru the child's knowledge of the policeman, fireman, and soldier make the ideals of bravery and fidelity to duty more conscious to the child's mind. The story of "Cedric" could be adapted for use with many children of five and six years.

I have never used the Knights, feeling that the fundamental idea was too mature for my children to grasp, and that there is more than we can use which is nearer the grasp and interest of the average kindergarten child. Some nature stories and songs I find are way beyond my children.

The Knights belongs to another day and age, is too old for children of six years, and is entirely foreign to their experience or environment. We use instead the story of Washington, Lincoln, of brave colonial children, of modern heroes, men, children, and animals within their comprehension, which inculcate the same lesson.

If we impersonate the bad child we go contrary to our fundamental principles. If we do not, there is no point to the game.

Have never used the game of the Knights.

Have never used the Knights with the children.

In most cases the deeper meaning of the Knights has been lost. The game is always an attractive one—but for its activity.

How much the children understood about the Knights I do not know; but I do know that they enjoyed the work the week we took up the subject, as well as the games and stories incidental to the teaching of the Knights.

The class of children that I now have seem to enjoy and understand the Knights, but I have known children to whom I would not give this game.

We have so simplified the Knights' game that it is thoroly understood by the children, and is one of their favorite games. After telling the story "How Cedric became a Knight," we played about the Knights coming to the village and taking back with them a brave child.

One correspondent does not find the Knights understood by the children, but writes thus:

The principle may be so presented, by referring to the child's own home, that he gets the general thought.

It is a pleasure to give the following beautiful answer:

The Knights have been understood. But I have given it from a "child knight" and not the "*man* knight," emphasizing the little courtesies of every day, not dwelling on the heavier part of armor, kings, queens, customs, etc., only enough to make it attractive. The game is played at the end of the talks, and only a few times, and on rare occasions when asked for, so that the feeling

will be deep and reverent for the game as at first. The children of their own accord named the knights whom they knew—Washington, Lincoln, Froebel—and then several of the children in the kindergarten were named because of their helpfulness, showing that they did understand.

Again we read:

My children seem to understand the Knights since I have laid less emphasis on armor, etc., and more on character.

The Songs of the Knights have always been understood, and played and sung well.

I have had no difficulty in having the Knights understood.

The Knights, I consider one of our most valuable series of songs, and there is no doubt at all in my mind in regard to the power of the normal child's ability to grasp the point of each of the three songs. I have been many years reaching this point but at last "have arrived."

I undertake the Knight work only once in two or three years, and then give several weeks to its development. I consider it the climax of kindergarten thought and experience for the children, and beautifully understood and put forth in their lives.

The last question under stories, songs, and games reads as follows:

In your kindergarten do you play the Froebel games, games of skill, race games, and the incidental games made by the children?

We group the answers, beginning with this answer, brief and to the point:

We play the Froebel games, games of skill, race games, and some incidental games made by the children are played.

Yes, we play all kinds of games, and the children's favorites are ball games, bean-bag games, tag games, Pussy Wants a Corner, and dramatic games, made up and carried out by themselves.

In our kindergarten we play some of the Froebel games, such as "The Bird's Nest," "Pigeon House," "Carpenter," "The Blacksmith," "The Family," "The Light Bird," "The Little Gardener," "The Toy-shop," etc., but these are *not* played in a *prescribed* manner. We play various games of skill, such as "The Target," games of tenpins, marbles, bean-bag, ring-toss," etc. Also race games, including ball games, games of hunting and chasing, ring games, games of competition in which older children are especially interested, and we also play simple games made by our children.

Three answers are in a comprehensive affirmative followed by this:

We play none of Froebel's set games. Play games of skill, race games, and a number of incidental games made by children.

And again we have these:

We play few of the Froebel games. We have a few simple games of skill, some race games slightly modified in some cases, and incidental games made by the children.

Our games have always grown directly out of our work, and have been the dramatization of what was being done in the kindergarten, and mostly thought out by the children themselves (the final construction of the play generally coming from the teachers).

Two answers read thus: "Yes, but not many games made by children, as kindergarten is too large."

We rarely play "race games and incidental games."

We close this subject with the four following answers:

We use Froebel games, games of skill, race games, but very few incidental games. The others seem to be what the children most desire.

If by Froebel games you mean those found in the Hailmann Song Book, the games for the training of the senses, jumping, games with the rubber ball, then Yes. We also play games like London Bridge, Going to Jerusalem, Drop the Handkerchief, but not those incidental games made by the children.

We play Froebel games and games of skill. I do not understand what is meant by "race games." We have no games suggested by a child.

We play the Froebel games, system, and free play, such as Snowballs, Hide the Thimble, etc. We do not believe in competitive games in the kindergarten. They are contrary to the fundamental principle of the kindergarten, *coöperation* and to the best business practice of the present day.

Our next subject is:

NATURE WORK.—How have you used nature work in your kindergarten? Have you a garden? Have you pets?

Many of the answers give delightful outdoor suggestions. Here is one from a kindergarten with a fortunate environment.

We have been most fortunate in our location in reference to nature work. We have woods on one side with birds and flowers; a swamp with wild grasses and a frog-pond on another, and the lake with a sandy beach on still another side. We open the windows and listen to the voices of spring, autumn, and summer. We have used leaves and grasses in their autumnal coloring for room decorations. We used a large bunch of wild rice for a very effective wall decoration. We have birds' nests in their own environment. The flowers, pussy willows, etc., are brought in in abundance. The windows are full of color.

Three answers are in the affirmative in regard to nature work, and again one suggests that the children enjoy nature in "out-of-door excursions"; in another, nature work is used "by means of practical observation and representation." We are again told that in this kindergarten "nature work with home life is the center of it all."

We next group the more detailed answers.

We have used nature work in our kindergarten both as an incidental experience and as subject-matter for our program.

a. Painting pictures from nature, growing seeds and bulbs. Modeling objects from nature. Excursions to the country.

Gathering and bringing in seeds, sorting and storing away for winter, occasionally stringing some. Mounting leaves, sometimes in symmetrical designs. Blue prints, clay work, painting, drawing and cutting from seeds, leaves, flowers, fruits, vegetables and nuts. In spring, planting and care of seeds and bulbs. Farm in sand table.

Thru the representation with material, or in game, song, and story, the observations by the children of certain natural phenomena—such as wind, frost, sun—together or separately; return of birds, and all animal and vegetable life in the spring, etc.

By observing flowers, trees, birds, animals, and all living things, as much as possible; by bringing all nature material possible into the kindergarten rooms, and by taking children on excursions.

Our program is based upon nature and the changing seasons. Nature work suited to each week and month of the year is given. Seeds are planted, butterflies and bugs are allowed to develop in the kindergarten.

We use nature work only as it affects the child thru its effect on his environment; *i. e.*, the effect of the weather or season upon our clothing, food, shops, industries, sports and pleasures, and upon nature.

In spring we collect branches of trees and watch the buds burst by placing them in water. Then we are on the lookout for the first dandelion, robin, bluebird, and other signs of coming spring.

In fall we have the children bring caterpillars, watch them spin their cocoon, keep them all winter and bring them out in spring so as to see them awaken into moths or butterflies. We have had live water snails and observed the feeding, moving, etc. In fall we have the children bring different kinds of seed and also the beautifully colored leaves.

a. We have successfully used natural objects, such as seeds and acorn cups as a substitute for counters, represent form in out-

line, with flowers—asters, buttercups, and small leaves—and design with a variety of pressed flowers and leaves.

In the spring we draw from life, children bringing their own flowers, pressing them, and after mounting them on paper, copy with colored crayon or brush. We use natural objects almost entirely for stringing, and largely in number work.

To the question, "Have you a garden?" We find many encouraging replies. Seven correspondents respond in the affirmative without further comment; we group the detailed information, beginning with this comprehensive answer:

Yes. Each child has his own flower garden. We have a large garden in which the children play games during the warm weather.

Each spring we plant our little gardens, the children all participating. After the plants show signs of life groups of children attend to the garden. We are able to watch the growth of plants into harvest, often gathering beans and corn when we return in the fall.

We have had gardens in window boxes on our "roof-garden," and hope this year to have the use of a neighbor's yard.

Always window garden; sometimes small outdoor garden.

We have had gardens, but unfortunately cannot have one in our present location; but we have window boxes, and frequently go to a small park near by when the weather permits.

This year we cannot have a garden on account of lack of ground space in our temporary quarters. I have always had a garden and always shall when possible.

I am sorry to say that we have no garden.

No; but we have potted plants and window boxes.

We close these answers with the following hopeful outlook:

I have a garden and hope to clean up and utilize a back yard soon.

To the next question, "Have you pets?" four kindergartners respond briefly in the negative; two write as follows:

Not at present. I cannot keep them in the church where I am.

Have none at present but approve of them.

Three other correspondents suggest difficulties in the way of keeping pets.

Have had many pets but I shall never keep them again unless I have a good, open, free space for them.

Aside from the fish, which we keep all the year, we have no pets. We have tried rabbits and birds, and with the facilities given us in the public schools, consider it very unsatisfactory.

4. *c.* I have hesitated about having pets that must be confined, and cannot keep any other kind in our building. I have pet dogs and cats brought into the kindergarten as often as convenient. I regret that we cannot have our children take entire care of some pets.

We close this subject with the six following answers:

We have a canary but the care of the same rests on the kindergartners.

We have gold-fish, four canaries, rabbits. We have had turtle doves (our most successful pets). Last year we raised quite a family of canaries in the kindergarten.

A canary, fishes, frogs, and a little mouse, who lived in our kindergarten and took lunch with us daily, have been members of our kindergarten family at various times.

We have only fishes. Caged birds I do not care for and to make other animals comfortable in our environment requires more work from our janitor than we are justified in asking. We hope to build bird houses and coax the birds to nest with us this spring.

We have had pets of various kinds. Turtles, crabs, gold-fish and birds for short periods at a time. Turtles and crabs are very easily cared for; but most pets must be removed from the school on Friday and cared for until Monday. Puppies, kittens, and a bunny have visited us, also a black crow. We also have had a tree toad, but found we could not keep him supplied with his natural food. Canary birds are usually very satisfactory if they can be cared for by the janitor or some specially appointed person, so that they will not be neglected at night. We also have tried white rats for short periods at a time.

Our next answers to be considered are those grouped under the subject of

PICTURES. What use have you made of pictures in the kindergarten—by kindergartner? by children?

To illustrate subject. To cultivate a love for and appreciation of beautiful pictures.

To mount or frame for themselves or for gifts to others.

As illustration of the children's experiences.

We use them to illustrate our work. Have many splendid prints.

5. Pictures are used to show processes, logical development, or unfolding of thoughts; to explain stories, illustrate thoughts, or to keep in permanent form the experiences of the children.

5. To illustrate talks and stories and to give children more definite ideas than they would otherwise possess for building and sand work.

5. We have a large number of beautiful pictures which we use to illustrate our thought.

5. *a.* As helping to illustrate a subject, to make deeper and broader the experiences, and add to the attractiveness and interest of the room.

5. *b.* For making scrap-books, presents for friends, and for their own pleasure in looking them over before kindergarten opens or during a free period.

We use the Perry pictures and others to illustrate the thought of the day, or persons or scenes spoken of in the circle talk.

The heart of the kindergarten is the Froebel group of pictures. All other pictures are supplementary to these and are used to bring out more strongly some points suggested in the Mother Play. The Froebel pictures we use as a decoration to our walls after we have had our talk, at the end of the year knowing and seeing the whole series about the room.

Pictures are used more as a means of illustration than for their artistic value. Children should love nature; art is a later development.

We give the children the best pictures we can find—hanging them upon the walls—photographs of madonnas, animals, etc., besides the Perry pictures.

We use pictures largely. One period each week is given to picture-books to cultivate observation and language. Our children also frequently make scrap-books, cutting out the pictures themselves.

Pictures are used in our kindergarten not only as decoration for the walls, but in direct connection with subject-matter and for *individual* use by the children, as framing works of the great masters at Thanksgiving and Christmas.

We have a large picture collection which we use continually. As the subject under consideration changes, most of our pictures are changed that hang above the blackboard. We try to use always as many pictures as we can find bearing on all the details of our subject.

We use a great many pictures in connection with our stories, songs, and games. We have a picture gallery which the children help arrange according to the program.

Have tried to combine good photographs with a few colored pictures when the tones are soft and when in connection with the thought that is being carried out. The pictures have been chosen from the masters and with reference to child life and experiences. Millet, Breton, Le Rolle, are some of the masters from whom we have chosen. We have few pictures, as too many seems to be confusing; we have used smaller ones to illustrate songs and stories.

BLACKBOARD. How is the blackboard used in your kindergarten? *a.* How used by the kindergartner? *b.* How used by the children?

We give first the more detailed answers:

The blackboard is used in the kindergarten for free and illustrative work.

a. By the kindergartner it is used to reproduce and enlarge Mother Play pictures, or any typical experience the children have had.

b. By the children it is used for free and illustrative work of the Mother Plays, or stories, or to reproduce forms made with gifts or in occupations.

a. The blackboard is used by the kindergartners for the illustration of subject-matter or story. *b.* By the children it is used to "tell the story" in their own way, for the classifying of images thru expression. The child's expression should precede the teacher's, and he should be encouraged to use the large movements, and to work in mass.

I use the blackboard as a means of illustrating in story or song either by drawing a picture relating to the thought of the week, with an eye to permanency while the subject is up for discussion, or by rapid work as the story goes on. Used by children in reproducing gift work, in free-hand drawing, or in dictated linear drawing. I would advocate blackboard work as invaluable, both as used by pupil and teacher.

The kindergartner frequently draws to illustrate some subject. Our children draw on the blackboard once a week. Sometimes the subject is suggested and at others they draw whatever they wish. The teacher makes suggestions as to improving their work. If at a loss, they are told to imitate the good drawing of some child or the teacher, till they are ready to do it alone. They sometimes illustrate a story, and, again, draw some objects connected with our program.

a. Simply to illustrate at times the thought I have in mind, and for the calendar.

b. I am ashamed to say not at all.

a. For illustrative work, supplementing talks and stories and sometimes as a help in imitation.

b. For free expression of child's ideas.

Blackboard is used by the kindergartner to illustrate stories. The upper half of the board is covered with carefully drawn pictures illustrating our work. The blackboard is used by the children for free or suggested drawing, and occasionally for a little directed work.

One correspondent replies in an affirmative to both questions,

and another writes that the kindergartner uses the blackboard for illustration and that by the children it is used "as an occupation"; another makes no note of the children's use of blackboard but writes the kindergartner uses it for an "illustration of talk or story."

Again no mention is made of the kindergartner's use of blackboard, but this correspondent states that it is used "by the children to express ideas, or to reproduce things made."

Another kindergartner writes: *a.* "Our artist in the school does a great deal of beautiful illustrating for us. *b.* The children do a great deal of drawing, illustration of song, story, or nature."

The last two answers close the subject: Blackboards are not used extensively.—"Might be used to a greater extent with the children."

In the next answer no answer is made of the kindergartner's use of blackboard, but our correspondent writes that: "The children are at liberty to use the blackboard with perfect freedom before kindergarten in the morning. Usually all of the space is used. The fundamental muscles are developed as the pictures are large, children often standing on chairs to finish the picture. The broadside of the chalk is used and mass work encouraged. The result has been good. The blackboard is also used during different periods in the kindergarten hours."

DRAWING AND COLOR WORK.—What place do drawing and color work occupy in your program? *a.* How used by the kindergartner? *b.* How used by the children?

The answers suggest interesting possibilities:

"We give one lesson each week in drawing, with crayon or pencil, and much free-hand work at play times."

"Color work with brush has its place in our program about the middle of the year, and one lesson a week is given. At first painting within outline, then reproducing the same effect without outline. As children acquire control of brush free work is introduced."

By the children these modes of expression are used as a *need* is felt either to "tell the story" or for some practical or playful use, and in the coöperative work of making calendars. Drawing and color work are brought into our program as they are *needed* to express the *thought* contained in our subject-matter, or in making calendars for the months.

"Drawing, usually to illustrate subject. Painting, chiefly in nature work. Each once a week. *a.* To illustrate the subject. *b.* Free work."

"Both drawing and color work have an important place in the kindergarten program.—*a.* Both are used by the kindergartner to illustrate stories, songs, games, or typical thought or experiences, or in her play and work with the children. *b.* By the chil-

dren both are used for free and illustrative work to reproduce flowers, fruits, vegetables, or any story or experience."

We use large colored crayons with drawing paper very much the same as the blackboard work. Color is used similarly to number and form, as it comes in with our program, *i. e.*, if the object to be free cut is red, the children select the color suitable.

We use colored crayons and water color. The colored chalks have not been used, as the children are too young to use them. We emphasize color thru nature work also.

With our four and five-year-old children only the six standard colors are given to use; tints and shades with the Prang or Milton Bradley work is left for the grades. Drawing is used as a means of expression, only crayon and brush work given.

a. To illustrate a story or song, talks, etc. *b.* In the same way. Drawing and color work hold a very important place in all our programs.

a. Regular lessons in color, brush work, and drawing flowers, fruits, etc., being used as models. *b.* Much free illustrative work.

Water colors are given each week. Children draw circles and squares and other forms from cardboard models. Draw around the form and detail. Some of the Froebel drawing.

"Use none of the regular school of drawing or color work. Children use water colors occasionally."—Free drawing by the children. Color work done thru occupation material."

Color work occupies a very important place on the program. We use it almost every week and the children love it. Each child has a box of excellent paints and a large brush. We learn to lay on the colors first. A blue sky and a green field. They paint fruits, vegetables, Japanese lanterns, colored balls. Really beautiful effects can be obtained, quite accidentally, of course, in this way; later a tree may be added, or a bird flying, a flock of birds and bare tree for autumn. Often these pictures are sent to the children's homes. For color and number work we use the Hailmann beads, daisy chains and link chains, and some sewing. We make a picture of the colored balls, first by pasting a large colored circle of paper on the card and then sewing around it.

Drawing and color (*a*), not at all, only as stated in No. 6.

b. I make use of the same where and whenever it is possible to use it in connection with the day's thought.

a. The teacher works constantly at the table with the children with water colors.

The children do a great deal of the same kind of work as they do at the blackboard with water colors.

b. In illustrating the work of the circle or gift period, sketching flowers, leaves, etc., brought into the kindergarten.

(To be continued in May number.)

THE SIXTH ANNUAL CONGRESS OF MOTHERS, WASHINGTON, FEBRUARY 25-28, 1902.

FOR the sixth time the earnest and intelligent motherhood of the country has assembled at Washington in the persons of the delegates to the National Congress, held February 25-28.

The meetings were in all respects successful, interesting, earnest, harmonious. Losing themselves in the magnitude of the cause which they have so much at heart, the mothers have no time to spend in intrigue or acrimonious debate, as is sometimes evidenced in other organizations of women.

The meetings were held in the First Baptist Church, Mrs. Theodore W. Birney, who with Mrs. Phebe Hearst was founder of the organization, presiding with the gentle grace and charm that so distinguish her. In her introductory remarks she recalled the fact that at the last meeting, held in Des Moines, the present Secretary of the Treasury, who was then Governor of Iowa, journeyed from Chicago to Des Moines to welcome the Congress in person, tho he had immediately to return to the former city. Mrs. Birney continued:

To me this seemed significant of the great enlightened educational interest which vitalizes the West and which is giving official recognition to the fact that parenthood is a vocation, and that men and women can convene for no more important purpose than to devise ways and means for the destruction of ignorance in its most fatal stronghold—the home.

The reports of delegates and officers showed the growing and vital interest in that for which the Congress stands. We quote from the report of the corresponding secretary, Mrs. Robert Cotten. Her point was the growth of closer relations between parents and school-teachers:

We find mothers inquiring into school studies and investigating schoolrooms as they never did before. They are more particular, too, as to who teaches their children. They are asking for the best literature for children, where to obtain it, and are demanding a better grade of child stories. Particularly are we importuned by young mothers for literature that fits the needs of the ignorant young married woman and mother.

Miss Mary D. Runyon of the Teachers' College, Columbia Uni-

versity, spoke entertainingly and instructively upon "Children's Literature."

In her report as State Organizer for New York, Mrs. D. O. Mears finds that the mothers' clubs base their claim to existence on the work done in the following directions:

In the summer playgrounds, vacation schools, free kindergartens, day nurseries, industrial schools, clothing bureau aid for little mothers, work for youthful criminals, and other helpful lines of effort, either established or stimulated by associations of mothers.

Again she says:

A bureau of exchange, established to secure for use in other clubs helpful, original papers read at regular club meetings, has now a large, valuable list of these papers, which may be secured for two weeks for the small sum of five cents.

"Mothers' Clubs Among the Colored Race" was the topic of a fine paper by Mrs. J. Silome Yates, a colored woman of culture and broad intelligence. She believed that women can show themselves a strong factor in bringing about a better understanding between the races, especially thru the work accomplished by women's clubs. She made the following brief but interesting comparison between times past and present:

It would, perhaps, be a hard matter today in many ways to improve upon the good, comfortable, old-fashioned mother of past generations; she who thruout the centuries has given us the great ones of earth. This mother in all probability never even heard of psychology, child study, etc., nor of many of the problems of mind and matter that vex the masses today; but we must remember that the conditions of society, of church, of state, under which this mother reared her children into upright, intelligent citizens are not the conditions that obtain in this generation; therefore we cannot hope to reach the broad highway by identically the same lines of action. Hence the strength of our plea for the liberal education of women that they may be the better fitted to make the home the "golden milestone" from which shall spring the young people who become society's crown and in turn assist in its development.

Happily, the world gradually is learning that it is the wife, the mother, who needs the most accurate and broadly gauged knowledge of science, of art, of all those subjects which combine not only to form a liberal education, but to furnish a sound substratum for that characteristic which for want of a better name we call "common sense."

Mrs. Frederic Schoff of Philadelphia is actively interested in

the "juvenile court law" of that city, and told of its worth and progress. Mrs. Edwin C. Grice reported for New Jersey and Mrs. Roger McMullen for Illinois.

EDUCATION.

The committee on education was represented by Miss Harriet A. Marsh of Michigan, who had these suggestions to offer:

Quoting from my own club, I may say that much regret has been expressed during the year at the decline of masculine influence in education; for what with the retirement of the father from the family, and the disappearance of man from the school-room, the rising generation is being trained almost exclusively by women, and this is an exceedingly dangerous experiment for any nation, particularly for one possessing the traditions and policy of the United States. Of course it is generally conceded that woman is peculiarly fitted for much of the work of child-training, but it does not therefore follow that she is fitted to do it all.

Take, for instance, hero worship. Everyone knows the part it plays in the child's development, and particularly in the boy's development at a certain age. It is this influence which determines largely the ideals of later life; but if at this stage his horizon is bounded almost entirely by the feminine mind, what must the result be? If our boys are to take the part of men later on, it cannot be illogical to wish that some of the training for this part might be given by those who have met the same experiences, attacked the same problems, and battled with the same temptations that await their pupils later on.

Man should take his part in this work, not because he is necessarily so much brighter or smarter than woman, but because he is different; because he is (or should be) more forceful; because he brings with him the atmosphere of the outside world, thus making educational work more real; because, in short, he represents the other half of the influences needed for the all-round development of the child.

LITERATURE.

Mrs. W. H. Birney of Philadelphia reported as chairman of the literature committee. She told of the many requests received from parents and teachers concerning the best literature for the child.

Especially interesting, she said, has been the correspondence with state and other free libraries:

They have written for book lists to assist them in forming traveling libraries, and that brings me again to the hope that the clubs will form libraries as soon as they are organized for work.

Especially would I urge the importance of forming libraries of children's books in the public schools, particularly in the country districts and in small towns where there are no public libraries.

KINDERGARTEN AND CHILD-SAVING WORK.

On Wednesday evening Miss Mary E. Remington of Buffalo told of the unique Remington Gospel Settlement, its origin and development. She rented in an entire tenement house with more than one thousand occupants; she lived there herself, and after persistent effort has wrought a great change in these, the squalid tenants to whom she subrented it. Mothers' Clubs were organized, prizes given for cleanliness and for neat sewing, and evening amusements were provided to keep the young people off the streets. There are now nearly two hundred children under her care.

Mrs. Mary Boomer Page spoke the same evening on "The Educational Value of Play."

Froebel, Mrs. Page said, was the first to organize and systematize play activity and apply it in education. Games should be purposeful and should suit different ages. In primary grades they should develop the social nature to eliminate shyness. Later they should promote observation and bring out zeal and spirit. We need more of the sense of humor developed, said Mrs. Page; and there isn't as much sense of humor in teachers and pupils as should be. In plays and games new nervous centers are called into action. She called attention to the fact that children who are always innovators in other lines of activity, in games are always conservators. The importance of public open festivals was warmly endorsed, and their value for the child life of the nation.

James S. Heberling, superintendent of the William F. Carter Junior Republic at Redington, Pa., rehearsed entertainingly the history of the "Junior Republic: its Conception, Growth, and Practical Results."

The ever-recurring joke about the mother who neglects her offspring in order to attend the Mothers' Congress will soon be buried, never again to be resuscitated, for now a common feature at every such gathering is the nursery and kindergarten, where the mother may safely leave her little one under wise guardianship, while she is gaining new inspiration to take back to husband and home.

Mrs. Fred T. Dubois, wife of the senator from Idaho, was in charge of this charming retreat, which was fitted up with all the latest equipment for nursery and playroom. A great attraction here was the tiny infant in its little glass house in the incubator. Miss Susan Pollock superintended the kindergarten.

On Thursday evening John W. Douglass, agent of the Board of Children's Guardians of the city, spoke upon the "Parental Function of the State in the Care of Neglected and Delinquent Children." We quote the following paragraphs:

A free and adequate education is the birthright of every American child. The state should see to it that its young wards have such. The early training and healthy environment during child life will shut off the supply to the criminal classes. It is a noteworthy fact that in the states where the parental function with reference to its neglected children is carried to the highest efficiency there child dependency decreases. Parental effort is stimulated in localities where dependency is judicially and authoritatively determined.

There is something radically wrong in the home of a child who violates law. The probation system seeks to correct this wrong in the home itself and to save the child in the home. . . . Let the state furnish more probation officers, truant officers of discretion and judgment . . . multiply our industrial and manual training schools and kindergartens, and the labor and expense at the other end of the line will be minimized.

The afternoon session was opened by the address of Miss Mary S. Garrett of Philadelphia, who spoke on "Deaf Children who Speak and Attend Public Schools." This was a strong argument for educating deaf children with hearing children and giving the deaf child an opportunity in his early years to learn speech and language.

Dr. Sherman R. Davis of Indianapolis followed, his topic being the "Growth and Education of the Child." He concluded his address with the following question and answer:

Wherein is the adult superior to the child?

Thru his added or acquired power to delay or completely inhibit the nervous impulse to action. This is one of the most interesting and mysterious phenomena of our mental life. Our highest ideal of punishment should be to develop this power of inhibition—to put the child into possession of himself. This can only be done thru the impulse and initiative from within, and not thru fear of authority.

"Probation Work with New York Criminals" was the title of the lecture given by David Willard, principal of the Tombs Prison School, New York. Mr. Willard is a young man who is doing an excellent constructive work among those where heredity, environment, or impulses have been evil.

Dr. Sherman Davis was the speaker of the morning on Friday, his topic being the "Growth of Personality," and Mrs. Mary Boomer Page held the attention of the audience at the afternoon session. Her subject was, "Discipline and Child Study."

Among her suggestive statements were the following, which will interest both teachers and parents:

In the large sense discipline is a form of government. From the child study point of view it is a form of training. But the words training and discipline used popularly mean very different things. Training is teaching in the best sense, showing the child how, informing. Discipline is a corrective; it is to remind one of what he is already supposed to know the wisdom, but lapsed therefrom. It must be for the specific acts, and is for the benefit, primarily, of the individual; secondarily, others in relation to it. The child's knowledge of right is very limited, is usually that which is permitted. Wrong is that which is prohibited. Authority is usually expressive of adult ideas of law and justice. The existence of authority should be justified—not necessarily explained, but based on needs in growth of individual.

The deep-seated love of power often makes government a pretext for excess. Discipline is knowledge of cause and effect. Only gradually can little children understand this, and necessarily thru experience.

The training of habits of feeling, doing, thinking, is the all-important consideration. The forming of right and true associations in thought and deed, in order to draw right conclusions, is absolutely necessary, consistency in example, most valuable as the best social stimulus. Children become morally self-directive slowly, as they cannot foresee the results of acts in the range of perspective, as does the adult.

The modes of discipline should be upon the plane of development of the individual or group. Broadly speaking, they are in three main groups—first, the physical plane; second, the intellectual; third, the social and spiritual.

Not to explain "the reason why" to some types of children would be unjust and unwise. Each must be met on its own plane of need and growth. There should be difference in mode where strong habits are at stake. Discipline must be greater, certainly is more important than severity.

Development of faith in parent or teacher makes discipline

effective. The more sympathetic interest between them the less discipline necessary. Aids to discipline are, broadly speaking, objective, environmental, and subjective.

The personality of those who must needs give the disciplinary experience weighs more than all else, for the alchemy of sympathy is potent for effective results. The beginning and ending of all which is: We must consciously educate and train children to choose specific life work.

On Friday evening Dr. Davis again spoke, his subject this time being "The Period of Spiritual Awakening," a lecture which centered round the thought of the parallelism of child development with race development. At one session the audience were interested in a few words from Clara Barton, and Miss Anthony also addressed a meeting, the latter urging affiliation with the National Council of Women for purposes of mutual pleasure and benefit.

After Mrs. Theodore W. Birney positively refused to stand for reëlection, Mrs. Frederic Schoff of Philadelphia was unanimously elected president, with the following cabinet:

First vice-president, Mrs. Robert R. Cotten; second vice-president, Mrs. J. P. Mumford, Philadelphia; third vice-president, Mrs. E. C. Grice, New Jersey; recording secretary, Mrs. Kate Waller Barrett, Virginia; corresponding secretary, Mrs. Bertha C. Wean, Chicago; treasurer, Mrs. Fred T. Dubois, Idaho; auditor, Mrs. J. P. Doliver, Iowa.

Resolutions making Mrs. Birney acting honorary president for life were adopted. Mrs. Birney, however, objects to being named as the sole founder of the society, feeling that Mrs. Phebe Hearst should share the title.

The constitution has been so amended that hereafter the regular sessions of the Congress will be held triennially instead of annually. It is likely that an international body will be formed.

A very delightful occasion at this convention was a reception given in the White House by Mrs. Theodore Roosevelt. A trip to Mt. Vernon was another of the incidental pleasures.

COL. FRANCIS W. PARKER's creed: "I have a firm and unalterable faith in the public school system. I believe that the common schools will be brought to a point of efficiency equal to the demands of this great republic, and that the salvation and perpetuity of the republic depend upon the proper education of the children."

FRANCIS WAYLAND PARKER, DEAD.

THE ST. GEORGE OF EDUCATION—A MAKER OF GREAT TEACHERS—A REVERENCER OF LITTLE CHILDREN.

REPORT OF BURIAL SERVICES HELD IN CHICAGO MARCH 5-6, 1902.

COLONEL PARKER was to have addressed the national superintendents at their annual meeting in Chicago, February 27, on his favorite theme, of which his whole life was but a perennial reiteration, "Education into Citizenship." He was reported ill and absent from the city, in short was in the South recruiting his soldier-self. The following Monday morning brought the announcement that he had passed away at Pass Christian March 1.

"Life is still the real, death the unreality:" so our hearts protest, even in the very presence of death itself, when such as Colonel Parker are claimed. Bitter as is the sense of loss to hearts innumerable, yet with it is the glorious certainty of a something deeper, broader, higher, that is ours beyond recall, and that still is pushing onward toward perfection. Three great burial services were held in the city of Chicago.

SERVICE AT NORMAL PARK.

A memorial service most fitting, beautiful, and impressive was held on Wednesday, March 5, in the new assembly hall of the Normal Practice School in the park which will always be associated with his name. Deep peace now rested on the old Cook County Normal School, which men have been wont to name a storm-center, and which in the history of education has stood as a citadel for the advance guard, bristling with high principles and ready for any challenge. Those who loved the valiant soldier were assembling to give reverent recognition to his heroic services. His country's flag, which he had followed thru the Civil War, draped the platform and balconies; pine boughs framed the portrait, and a bank of roses, lilies, and violets awaited the unostentatious gray casket, which was set in the midst by a guard of old friends. Little by little the seats were filled with the children, the older students, graduates, parents, teachers and friends who came with heavy hearts to this memorial service.

The brief address of Supt. Orville T. Bright was especially directed to the children. Simply but sympathetically he summed up the main features of this strenuous life; the early learning to read; the early loss of parents; the hard farm life, close, however, to nature and yielding valuable life lessons; the difficult teaching in hard schools, made successful thru his love for the young and his superb faith in them; the changed methods at Quincy; the quick response to his country's call for his soldier services; the wound with the consequent loss of voice; the call to Chicago and long struggle there, conspicuous as always by devotion, courage, patriotism, and good cheer; a manhood indeed such as boys may justly aspire to. He was able to do what few can do. He not only fought for his country, but after leaving the army, with honors, he *lived for her*; and he called to his teachers to call out what is best in the boys and girls, for that is what is best for the country.

Singing was participated in by the entire Normal School, including the practice school, twelve hundred voices in all. Other numbers were sung by the training class, and by the Normal School Glee Club. Among the selections were, "Holy, Holy, Holy, Lord God Almighty;" and, later, the "Battle Hymn of the Republic" was sung by the Glee Club with much dignity and feeling, the last two stanzas using the words as changed by Colonel Parker himself:

As he died to make men holy, let us *live* to make men free.

A number of Colonel Parker's favorite poems, all quite characteristic of the man, were then read by Miss Martha Fleming. One of these was Longfellow's "Come to me, O ye children"; also the following lines from George Eliot:

O, may I join the choir invisible
Of those immortal dead who live again
In minds made better by their presence; live
In pulses stirred to generosity,
In deeds of daring rectitude, in scorn
Of miserable aims that end with self,
In thoughts sublime that pierce the night like stars,
And with their mild persistence urge men's minds
To vaster issues.

May I reach
That purest heaven,—be to other souls
The cup of strength in some great agony,

Enkindle generous ardor, feed pure love,
Beget the smiles that have no cruelty,
Be the sweet presence of a good diffused,
And in diffusion ever more intense!
So shall I join the choir invisible,
Whose music is the gladness of the world.

The Psalm, beginning, "The law of the Lord is perfect," was also read, and then Browning's noble lines from "Asolando":

One who never turn'd his back but march'd breast forward,
Never doubted clouds would break,
Never dream'd, tho right were worsted, wrong would triumph.
Held—we fall to rise, are baffled to fight better,
Sleep to wake.

The beautiful girl voices then rendered the verses, "By the rivers gently flowing," and then the little people came to pay their tribute. To the solemn strains of "Tenting tonight on the old camp-ground," sounding like a dim echo from conflicts now far in the past, the children of the three lowest grades, a long, long procession, passed, and in passing placed, each one, a flower, narcissus, rose, or lily, upon the bier of their ever-faithful friend; after which Dr. A. H. Champlain, for years his personal friend and family physician, said a few earnest words in recognition of "this magnificent embodiment of the principles of democracy," and called upon those who loved him to do him highest honor by continuing his work.

Dr. Champlain was followed by Miss Kate Kellogg, principal of the Lewis-Champlain public school. She contrasted the meager, insufficient teaching before Colonel Parker came with the riches of truth and inspiration brought by him, that would continue to fill the years to come with blessing and benediction. Some he found faithfully laboring at their irksome task of teaching thru books. These he showed a new world in which they might live and which they might make their own. Life was to him a great privilege, she said. The great teacher believed in hope, joy, and courage, and lived them in the face of great odds. But in the midst of vigorous life a strange, sweet silence has fallen. The visible presence has been called away. He sleeps that we, the teachers of this land, may become fully conscious of the great heritage he has left, and thus again reconsecrate ourselves to the great work for which he gladly laid down his life.

"Rest, Hero, Rest" and "Lead, Kindly Light," were then sung,

and the exercises were then placed in the hands of the George G. Meade Grand Army Post, of which the Colonel was a member. Furled colors were then placed at the head and feet of the sleeping soldier, and twoscore or more veterans approached to pay final honors to their departed comrade. A short prayer and chapter were read, a brief formal report of the military record was given, and then a quartette of white-haired veterans sang with indescribable dignity, beauty, and pathos a somewhat altered revision of "Nearer, My God, to Thee."

A beautiful wreath of flowers was then offered as a tribute from the G. A. R. Post. A comrade laid upon the bier a flower symbolic of purity, and a third placed there the green wreath of victory. "Farewell, Dear Comrade," was then sung by the same quartette, after which the students, graduates, and friends took the last look at the familiar face. When borne to the carriage a group of young boys followed immediately after the casket. They were children who had been in the school from the kindergarten up for seven continuous years.

It was a thrilling and uplifting experience and one not often repeated, for there are few persons who thus appeal to the love, veneration, and gratitude alike of little children, young men and maidens, gray-haired veterans, and sorrowing matrons as did this soldier-teacher.

SERVICES AT COLONEL PARKER'S HOME.

Immediately after the exercises at the Normal Practice School the funeral train proceeded to the late Colonel's residence, where a home service, conducted by his corps of teachers, was held in the presence of the family and most immediate friends. At this service a simple prayer was offered by Dr. Frederic E. Dewhurst, of the University Congregational Church. Mrs. Emmons Blaine, who had called the Colonel to be superintendent of the splendid school she founded, then recalled the Colonel's great appreciation of the "Beatitudes," and read them again to those who had so often heard them from his lips. A trio consisting of Miss Bertha Payne, Miss Goodrich, and Mrs. Bradley, all of the faculty, then chanted short Scripture verses with great feeling, and Miss Martha Fleming read from poems beloved by Colonel Parker, "The Children's Hour," "The Choir Invisible," Emerson's "Each and All," the thirteenth chapter of II Corinthians, and the 119th Psalm.

Mendelssohn's anthem, "Lift Thine Eyes," brought a consoling message, tho sung with difficulty by those whose hearts were full.

Superintendent Bright then, in a few fitting words, recalled the personal friendship of years, and expressed his gratitude for all that Colonel Parker had been to him of help and inspiration.

Mrs. Alice H. Putnam, feeling that the words of Middendorf and Rückert at the grave of Froebel expressed her own thoughts, read the following passages, conscious that Rückert's call to prove loyal discipleship by a "unified creative practice" was a significant message as well to this little circle of devoted friends and teachers, who trusted in the insight and wisdom of the master just gone, and who desired to continue his work:

EXTRACTS FROM THE ADDRESSES AT FROEBEL'S GRAVE.

"He saw in the poorest human child a child of God, and in 'the eye of every child read the command, 'Thou shalt take care 'with all thy strength that the divine image be not defaced or distorted; thou shalt, with all thy gifts, work and help, that this image be preserved, and shaped more purely and beautifully—that 'not the least of these little ones perish.

"For this he labored, for this he taught unceasingly. With 'full confidence he believed in the future salvation of humanity 'and its deliverance from manifold bodily and spiritual ills. . . .

. . . "Henceforth, beloved friend, lack of understanding and 'misunderstanding will no more afflict thee: Thou hast found 'peace, and the true heaven of childhood which thou didst fore-shadow here, now surrounds thee! Here a great, noble heart 'rests from its work; it has labored for the earliest childhood and 'for future manhood.

"Thou sayest to us, 'You are my last witnesses; be my true disciples and heralds: be the true little band which shall increase 'in strength. You *will* have courage and strength. . . . Thank 'me, my friends, by silence, by a deeply penetrating insight, and by 'a *unified creative practice*. Truth is not lost, we must go on *thru* 'conflict to victory.

. . . "A personality like this lives fairer, purer, nobler, after 'this form of existence has been laid aside, and the defects and 'limitations of the earth have been overcome. That which this 'life has only *half* given, the new life will give wholly and undividedly. Froebel called death only 'an enlargement of life.'

"Our friend lives, his work cannot perish, it comes from too 'great a depth in the soul of man, and *answers too well to his need*.

"Let us, then, lay our hand again to raise a living monument 'to him, working in his place as we can. Then will the power of 'the whole world be unable to prevent the growth and blossoming

"of the new seed corn. ('The children are the seed corn of the future.')"—Froebel.)

The measured cadence of a chant followed and Dr. Dewhurst then pronounced the benediction upon the band of faithful co-workers and friends.

SERVICES AT THE UNIVERSITY OF CHICAGO.

The great university which had so recently called to its service the wisdom, experience, and splendid enthusiasm of Francis Wayland Parker held memorial rites over the body of the great educator on Thursday, March 5, at two o'clock, in Cobb Chapel. The meeting was open to the general public as well as to members of the university, all class exercises being suspended during the services. The remains lay in state in the congregation hall of Haskell Oriental Museum from 11:00 A. M. to 1:45 P. M.

As the solemn, exalting strains of Chopin's funeral march floated across the campus, the pallbearers entered the chapel, followed by the faculty and students in cap and gown, and the children of the Chicago Institute, now the Francis Wayland Parker School. Prayer was offered and a chapter of Scripture read; the university choir sang "Lead, Kindly Light," and, later, "O Paradise, O Paradise."

Dr. Harper, president of the University of Chicago, gave the first address, paying tribute to Colonel Parker as leader, administrator, soldier, teacher, thinker, and philosopher, tho the quality of his courage and strength against difficulty and opposition marked him as of the prophetic rather than the philosophic order. His life, tho never smooth, said Dr. Harper, was not unhappy nor devoid of meaning to himself or his friends. He spoke of the Colonel's wonderful power to understand and appreciate and enter into sympathy with others, and especially of his love for children and enthusiasm for child nurture. He dwelt upon the superb idealism that was unmindful of the present for the sake of future good. But the greatest tragedy of this life, he said, seemed to be in its end, for just when his most extravagant hopes were to be realized thru the coöperation of a broad-minded, generous woman, he was taken away, his work hardly begun. The union with the university seemed to promise broader lines of work and greater possibilities; three more years and he would have seen, in concrete form, the buildings which were the outgrowth of his thinking and work.

When he turned the soil last June and spoke the words of dedication it was little thought that so soon he would be called away.

Dr. Harper announced that special memorial services would be held at a later date, and then read the following messages:

WASHINGTON, March 3.

Your announcement of the death of Colonel Parker received with deep sorrow. He was an educational hero, devoted to the improvement of methods in the elementary school. He showed great fertility of resources in discovering devices to secure self-activity in the pupils. His amiability, his devotion to the cause, and his contagious enthusiasm made him a myriad of personal friends, and many myriads of disciples who will mourn his death. His good work will live on and bless the generations yet to come.

W. T. HARRIS.

CLARK UNIVERSITY, WORCESTER, MASS., March 3, 1902.

MY DEAR PRESIDENT HARPER: I have known Colonel Parker and his work ever since he began at Quincy, Mass. The country loses in him one of the greatest educators we have ever had. Elementary education in this country owes more to him during the past twenty years than to any other man. He has been a magnificent ferment, stimulating activity everywhere and breaking up monotony and routine, to which education, as by an iron law, always gravitates. Few have ever been more devoted lovers of children and of the teacher's work, or done more to infect both those within and those without the rank of the profession with this passion. His function has been not unlike that which Socrates ascribed to himself, that of a gadfly to stir up the magnificent but sluggish Athenian people. No man in the profession would be so widely and deeply mourned.

I am, most truly yours,

G. STANLEY HALL.

COLUMBIA UNIVERSITY, IN THE CITY OF NEW YORK,

March 3, 1902.

MY DEAR PRESIDENT HARPER: I am shocked beyond expression at the news of the death of Colonel Parker, a friend of many years, and one whose strong, virile personality had won its way deep into the hearts of thousands of the men and women of America. The whole history of American education has never seen purer idealism or more sincere devotion than Colonel Parker's. He believed in democracy with all the fervor of his nature, and his love for the child and childhood knew no limits. As a great inspiring force who was impatient of artificial trammels and of formulas when life and spirit were at stake, he has had no equal in our public school service. His heroism in the schoolroom will be vividly remembered long after his unselfish service to his country on the field of battle has faded into history. His death is, to me, a deep personal loss, and I sympathize profoundly with his friends and associates of many years, who have labored with him for as

lofty an ideal as has ever been conceived by the human mind, namely, the ideal of a free and educated democracy.

Sincerely yours, NICHOLAS MURRAY BUTLER.

ILLINOIS STATE UNIVERSITY.

Colonel Parker made a distinct impression upon American education because he first presented to the intelligence of the country the unwisdom of mechanical methods in instruction. It is quite possible that his philosophy was not new, but he was the first American teacher who had the force of character to put it in operation in a prominent New England town, and he possessed the accomplishments as a writer and speaker to command for it the attention of the country. He saw long before the great body of American teachers that children are not to be taught, like dogs and parrots, by memorization, but by gaining their interest and starting their powers into activity. He was derided, but he commanded a hearing; he was opposed, but opposition made him more aggressive. He was extreme and intolerant, and the country never accepted his doctrines in their completeness, but in very large measure his contentions have come to be universally adopted. It could hardly have been so but for his aggressiveness and intolerance. He broke out new roads, and it could only be done by harsh and heavy implements. He was a ready writer and an accomplished, even unique, public speaker. He was an inspiration, and a very welcome one, in all educational gatherings. Withal his was a genial spirit, a sympathetic nature. He made friends, even disciples, of his students, and the elements in his unusual character drew unto him all who came within his reach. His death is a loss to American education, but he has a place in our educational history, and it is secure. Half a million American teachers will be pained at the news of his death, and would like the sad privilege of laying a flower upon his bier.

A. S. DRAPER.

District Supt. Albert G. Lane next spoke a few words recalling the early days of the rapidly growing young city of Chicago, when there was an annual call for as many as three hundred teachers. These, under Colonel Parker's inspiration, were graduated with a knowledge not only of the principles and methods of the new education, but with high ideals and a quickened power to arouse the children's interest. He impressed his teachers with the value of each life as a factor in the great life of the community; he aimed to deepen the sense of mutual responsibility; he trained his students to ally themselves with public movements; old and young he brought together in the spirit of social fellowship. As he gave his life freely, so his own life unfolded to higher and better things. He did what so few have done in the past two thousand years,

he remembered and acted upon the words, "He took a little child and put him in the midst."

Dr. John Dewey, head of the Laboratory School of the university, then gave his high tribute in simple, measured, impressive terms.

It is impossible, he said, to speak of Colonel Parker's educational work apart from his personality; he was fortunate in that his work and personality were so identical as they were in these three things:

First, there was his ideal of an education into citizenship, his recognition of the social element in education, with a high and noble ideal of what constitutes citizenship. What he did for the reform of discipline, the breaking down of tyranny and formality, he did because dominated by love and faith. Second, he believed nothing in nature or art was too good for the child. He enriched the curriculum because of this belief in the birthright of every child to all of the best that the past and present could give. Third, he believed in education as a science and in the professional training of the teacher. He realized that the future depends upon the training of the teachers, and just as nothing was too good in nature or art for the child, so there was nothing too good for him in the way of the human environment that was given him in the personality and equipment of his teachers. Independent of the educational insights and understanding of young people, Dr. Dewey said that the great personal lesson that he gathered from Colonel Parker's example, was the insight into what constituted real success, the never losing sight, in minor things, of the great, enduring ends to be accomplished. The war waged against indifference and the mechanical system was harder than the active opposition. For twenty-five years, subjected to derision and misunderstanding, he fought for those things which are now taken as a matter of course. Every year the same appeal had to be made to the democracy, the same forces rallied against him, till in the last year, with more than poetic justice, there came to him, unsought, the opportunity for which he was so fitted, and with it he carried the warm, devoted affection, allegiance, and loyalty of many disciples. His spirit, multiplied and reinforced, abides in the civic community and in the hearts of all who are touched with a recognition of the true ideals of the calling of the teacher.

The address of Rabbi Hirsch was aglow with warm feeling and

appreciative understanding. When an idol is at its apogee, he said, Providence calls upon a hero to point out that the temple has been desecrated. In no field has an idol claimed such a mass of followers as in education. Routine and mechanical system was the fetich which the valor, patriotism, and strength of Colonel Parker were called upon to destroy. He would not tolerate the injustice which gave the prize to the most gifted rather than to the most conscientious.

As competition has not the last word to say in the social body, so in science it has not the highest. He opened the temple to coöperation and altruism. He knew that not everybody had the qualifications for teaching. He made it a profession, and began the heroic struggle with the political barnacles and parasites. Personality, he believed, was what distinguished man from the beast, and so he treated children as individuals. The so-called "fads" of five years ago were not the unrelated pieces of a crazy quilt. They were the outgrowth of an educational philosophy, were organic and vital. The children who were educated under it might fail in spelling a word, but not in responding to the call of duty; if not the surest in solving a school problem, they could be trusted in their attitude toward the problems of the moral life. Every child for years to come will lay an unconscious tribute upon the grave of Francis Wayland Parker, the pioneer, emancipator, prophet. "From the mouths of babes and sucklings thou hast ordained praise."

The words of Jenkin Lloyd Jones in *Unity* indicate the quality of affection in which Colonel Parker was held by the most substantial men of his own time:

"Francis W. Parker is dead." This was the announcement in the last Monday morning papers. It carried a shock not only to the hearts of his many admirers in Chicago, but wherever there is an intelligent teacher, one who believes in progress and delights in pedagogical science. Colonel Parker was in his sixty-fifth year. He died too early, but he lived long. His life was loaded with enterprise, adventure, experiment, and triumph. His influence was pervasive. He has modified the climate in thousands of schools, made more alert the minds of ten thousands of teachers. A New Hampshire boy, born to privation and the strenuous struggle, the cause of liberty always enlisted his enthusiasm. He entered the service as a lieutenant, he came out wearing the Colonel's colors, and the voice, still having in it power to thrill, was maimed by the cruel wound in the throat at Deep Bottom, received while he was

commanding a brigade. Whether as country schoolmaster and iconoclastic superintendent of schools at Quincy, Mass., strenuous leader to the Cook County Normal in Chicago, or in these last years organizer of the pedagogical school established by Mrs. Emmons Blaine, he was always aggressive, valiant, and tireless in his work. He was ever a fighter, and he fought the last battle with his characteristic courage, going South in defiance to his physician's advice, because he was determined to sell his life as dearly as possible. Colonel Parker had a tender heart. *Unity* had in him a friend, and the present writer is proud of being one of the large band of those who in trying times did what they could to uphold his hands, and in some small way tried to be a fellow-worker. Farewell and hail to the brave Colonel, to the warm-hearted friend, and to the gentle lover of little children.

The Milwaukee *Sentinel* gave a fine editorial summary of the life and personality of Colonel Parker, closing as follows:

"But little short of two years ago Colonel Parker reached the zenith of public and professional appreciation, when the occasion of the twenty-fifth anniversary of his election as superintendent of schools at Quincy, Mass., was celebrated in the old presidential town by as rare a gathering of progressive educators as ever gathered to honor a teacher, and all signs then seemed to point to at least a decade of faithful activity in the practical demonstration of the practicability of the Colonel's theories, doctrines, and methods. . . .

Francis Wayland Parker would not have us mourn him. But those who came under his inspiring, his vitalizing influence must. We shall not go amiss in anticipating that his memory will be enshrined with that other devoted dreamer and yearning lover of childhood—Friedrich Froebel."

The Chicago Board of Education passed formal resolutions in memory of Colonel Parker. The Englewood Woman's Club petitioned that the schools of that suburb might be closed on the day on which the funeral services were held, and that flags might be at half mast. Other organizations showed similar testimony of respect for the deceased citizen. The final resting place of the body will be in the old New Hampshire home town, where the remains of Mrs. Parker were laid several years ago. Two step-daughters survive him—Mrs. Mabel Rolfe of Cambridge, and Mrs. Edna Shepard of Brookline, Mass. It is reported that the great work of his life was being gathered up into a volume, which is left unfinished.

Like that other Francis of Assisi, Francis W. Parker loved every growing thing, creature, plant, or child, with the reverence, tenderness, and understanding which forecast the diviner fatherhood.

SOMETHING IN THE EDITORIAL LINE.

AND now has passed away the third great leader of the Froebel cause in Germany—Prof. Dr. Eugen Pappenheim of Berlin. With the passing of Baroness Bertha von Marenholtz Bülow, Frau Henrietta Braymann Schrader and Prof. Eugen Pappenheim, a half-century of noble work is closed, but not ended. The successors to this triumvirate find in each case a well-grounded, widely recognized characteristic work, which may be sustained only in the spirit in which it was inaugurated and nurtured.

On Christmas day, 1901, the good Pappenheim family lost its beloved house-father; the Free Kindergarten Association of Berlin lost its guardian and teacher; the German National Froebel Union lost its president; and the educational world a staunch heart and a high mind. Since 1894 it has been our privilege to be counted as *Familien-freund* to his household, and at the present writing we are measuring the great loss which his death brings to society not in terms of philanthropic service, but in those of the rare genius for affection and friendship which now recedes with this personality. To the honored and bereaved family circle our deepest sympathy.

To the daughter Gertrude is given the work of editing the German *Kindergarten Magazine*, which the father carried on for over a quarter of a century. The hand of fellowship to her as editor and as one of the few German women editors!

The superintendents occupied the Fine Arts Hall of Chicago, one thousand strong, February 25 to 27. The address by Professor Hanus on obstacles to educational progress, was listened to with great openness. The Harvard professor said some plain things, and said them in a plain way, showing that current pedagogy lacks doctrinal foundations. Partial experiments hither and yon may show great activity on the part of school men, but may not necessarily mean substantial progress. Dr. Hanus' paper will be carefully studied by pedagogs who are looking for signs of the future nature of their profession.

And then there was the genially keen duel between Dr. Harris and Dr. Hall, in which World-view Philosopher meets World-

view Scientist. Dr. Harris' argument never dictates nor coerces, but his method of leading you by devious paths up the mountain side, and then asking you to look down and see the lay of the land for yourself, was never more adroitly or delightfully exhibited. The learned audience listened with gravity to his introductory argument concerning modern theories of ventilation and the evolution of schoolroom lighting; at length it dawned upon us that this was his ingenious way of getting us to say amen to his thesis, that these modern improvements are not the source of wisdom. Then we relaxed into a smile. Dr. Hall and Dr. Harris each added another chapter to the history of this great debate of the period: Does Life Move Upward from Mind or from Organism. Dr. Harris' consistent dignity and conviction appeals always to the intellects of his hearers, while Dr. Hall's flashes from the ramparts of biology make vivid impressions and sensations that are not to be denied or ignored.

The great audience of great men and a few undaunted women, showed equal eagerness to hear both sides of the debate. The well matched ability of the two leaders commands such admiration that those witnessing the combat forget to take sides.

Editor Winship again calls attention of kindergartners to the importance of not allowing the I. K. U. spring congress to overshadow the summer department meeting at the N. E. A.: "There is no question but that the April meeting is grander than anything that would be possible at the July meeting, but it will require great care to keep the influence of the entire profession behind the kindergarten under the new régime. This is one of the most important factors of the public school life, and should have the most ardent and complete support of all educators."

At one time the I. K. U. could well be considered the offspring of the N. E. A. Kindergarten Department. Is it now "grown up" enough to express filial affection and even contribute to the support of the parent?

INTERNATIONAL KINDERGARTEN UNION

NINTH ANNUAL MEETING

BOSTON, APRIL 23, 24, 25.

Wednesday, April 23, 10 A. M.

Arlington Street Church

Cor. Arlington and Boylston Sts.

Address of welcome by Miss Laliah B. Pingree, Chairman of the Local Executive Committee

Mr. Edwin P. Seaver, Superintendent of the Public Schools of Boston.

Response by the President, Mrs. Alice H. Putnam, Chicago.

Reports by Delegates.

Wednesday P. M.

Reception at Radcliffe College, 4 to 6 o'clock.

Wednesday Evening, 8 o'clock.

General Meeting at Huntington Hall.

Addresses, The Improvement which the Kindergarten has Suggested in Higher Departments of Education. Charles W. Eliot, President of Harvard University.

Henry S. Pritchett, President of Massachusetts Institute of Technology.

The Ideal of Nurture, Miss Susan E. Blow.

Thursday, April 24, 10 A. M.

Arlington Street Church.

Round Table—Leader, Mrs. Margaret J. Stannard. Subject: Home Discipline.

Prof. Earl Barnes, Philadelphia. Subject: Rewards and Punishments.

Other Speakers, Mrs. Charles G. Ames, Boston; Mr. Joseph Lee, Boston; Mr. Arthur A. Carey, Boston; Mrs. Grace Gall Kempton, Boston; Mrs. Alice H. Putnam, Chicago; Mrs. Robert W. Chapin, Lenox; Dr. Hirschberg, Brookline.

Thursday, 9 A. M.

Place announced later.

Round Table—Leader, Mrs. Mary Boomer Page.

Subjects: How shall we Raise the Standard for Instrumental Music in the Kindergarten? Calvin B. Cady, Boston.

What shall be the Standard of Requirements and Experience for Training Teachers? Miss Patty Hill, Louisville.

What shall be the Standard of Requirement and Experience for Supervisors? Miss Fanniebelle Curtis, Brooklyn; Miss Mary McCulloch, St. Louis.

Thursday 1 P. M.

Luncheon for Members of the International Kindergarten Union.

Thursday 2:30 P. M.

Huntington Hall

The Value of Constructive Work in the Kindergarten. Miss Bertha Payne, Chicago; Miss Anna Williams, Philadelphia, and others.

Thursday 4 P. M.

Business Meeting.

Friday, April 25, 10 A. M.

Arlington Street Church.

Training Teachers' Conference. Leader, Miss Lucy Wheelock. Subject, Kindergarten Training in the Light of General Educational Principles.

Speakers: Dr. Thomas M. Balliet, Superintendent of Schools, Springfield; Prof. Paul H. Hanus, Harvard University; Mrs. James L. Hughes, Toronto, and others.

Friday, April 25, 2 P. M.

Huntington Hall

Round Table—Leader, Miss Harriet Niel.

Subject: The Training of the Will. Miss Susan Blow.

The Training of the Will Through the Discipline of the Public School. Miss Sarah L. Arnold.

Punishments. Miss Patty Hill.

Friday Evening.

Reception by the Education Department of the Twentieth Century Club, at Club Rooms corner Ashburton Place and Somerset Street.

Saturday, April 26.

Excursion to Concord, Lexington, Plymouth, Salem, and Wellesley College.

Saturday Afternoon.

College Club Reception, 3:30 P. M. at Allston Hall, Clarendon Street.

Headquarters will be at the Westminster Hotel, Copley Square.

FANNIEBELLE CURTIS,

Corresponding Secretary and Treasurer,

Brooklyn, March 10, 1902.

International Kindergarten Union.

Chairman Local Committee, Miss Laliah B. Pingree.

Chairman Press Committee, Miss Emilie Poulsson.

Chairman Committee on Transportation, Mr. Albert E. Winship.

Chairman Committee on Hotel Accommodations, Miss Gertrude Watson.

Chairman Committee on Entertainments, Miss Lucy Wheelock.

Chairman Committee on Credentials, Badges, etc., Miss Anna M. Perry.

Chairman Committee on Place of Meetings, Miss Lucy H. Symonds.

Chairman Committee on Decorations, Mrs. Charles H. Dunton.

The Boston Kindergartens will be open to visitors daily.

The Elizabeth Peabody House, 87 and 89 Poplar Street, will be open for members of the Union Thursday, Friday, and Saturday.

The Social Committee reports the following arrangements for social occasions during the meeting of the International Kindergarten Union. Wednesday, April 23, 4 to 6 P. M.—Tea at Radcliffe College to officers and delegates. Thursday, 1 P. M.—Luncheon for all members of the Union. Friday Evening.—Reception by the Education Department of the Twentieth Century Club to all members of the International Kindergarten Union. Saturday, A. M.—Wellesley College will be open to visitors, and the President, Miss Hazard, will receive the guests in College Hall. Saturday 3:30 P. M.—Reception to members of the International Kindergarten Union by the College Club at Allston Hall, Grundman Studios.

In order that due preparation may be made in each case, the Chairman of the Local Committee requests that those who desire to share in any or all of these occasions will send their names before April 10, specifying which invitations they will accept, to

LUCY WHEELOCK, 284 Dartmouth Street, Boston.

Chairman of Social Committee.

CHICAGO KINDERGARTEN SITUATION—REPORTS FROM CINCINNATI, BALTIMORE, AND PHILA- DELPHIA—NOTES.

CHICAGO KINDERGARTEN SITUATION.—Parents, taxpayers, and other citizens of Chicago continue their protests against the recent decision of the Board of Education to discontinue the kindergartens during the last four months of the fiscal year. In some districts citizens, rather than lose the kindergarten from their neighborhood, are considering maintaining them thru private means by subscriptions.

One urgent appeal is that submitted by the Mothers' Club of the George Howland School and the Douglas Park Mothers' Council. In part it is as follows:

We desire to call attention to the wording of the report regarding the "discontinuance of kindergartens at the close of the present year, June, 1902." We feel that this particular subject touches us vitally as mothers. We desire to give our children the advantage of the best education possible, and we respectfully submit to you a protest against this measure. . . .

As mothers we consider the kindergarten the foundation of all the work of the following grades, and as such we feel it should be an integral part of the elementary system.

If we look at the subject from a utilitarian point of view, how, contrary to all architectural principles, it seems to slight the foundations of a noble building. Not all the skill of the architect afterwards expressed in decoration and costly ornament, in glorious curves or swelling dome, can atone for a weakness in the base.

The primary object of the kindergarten is to teach the child self-government and independent thought at its most impressionable period. This is the fundamental and essential principle of good citizenship. What fills our reformatories and penitentiaries today, and makes the costly parental school a necessity, but the lack of this same self-control?

Perhaps even tho it should "require an appropriation of half a million dollars to cover the field thoroly and impartially," the city might eventually save much more than this in the lack of the necessity of so many penal and charitable institutions, parental and correctional schools.

The mothers' clubs which have been established in connection with the kindergartens have been of inestimable value in bringing the parents and teachers in all grades closer together. Parents are interesting themselves in school matters, visiting rooms for ob-

servations rather than on account of unruly children, and the harmony of parent and teacher produces that atmosphere calculated to the best development of pupils thruout the grades. All this is largely due to the influence of the kindergartens, which are now apparently being taken from us. Do you wonder that mothers feel it to be one of the greatest misfortunes that could befall our schools?

The editors of *Unity* sent the following questions to the Board of Education, apropos of the kindergarten crisis. Answers were received from a majority of the board, and were summarized and commented upon in that paper by Frederick W. Burlingham, as follows:.

"1. Does the resolution passed Jan. 29, 1902, contemplate the permanent discontinuance of the kindergartens?

The answers show that the closing of the kindergartens is supposed to be for only four months of the present fiscal year, or from September thru December, 1902. 2. Do you regard the present kindergartens of Chicago as unsuccessful in point of the attendance of pupils at the existing schools? 3. Do you regard them as unsuccessful from the standpoint of their educational value? 4. Do not other cities in increasing numbers maintain kindergartens as parts of their educational systems?

The answers to these questions are practically unanimous in the opinion that the attendance has been successful in the present kindergartens, that the kindergartens are of decided educational value, and that other cities do maintain them in increasing numbers.

5. Do you not anticipate that the kindergarten system, which, in the words of the resolution of your finance committee, is of "great educational value," will in the future again become a permanent part of the public school system of Chicago?

All members unite in answering this question in the affirmative. 6. Are the present kindergarten methods in Chicago free from serious objection? 7. Are the present kindergartens managed on a plan as economical as possible?

The majority of the answers indicate that there is no serious objection to the present kindergarten system on the score of either efficiency or economy; a minority of those answering believe that greater economy might be practiced.

8. Since the present kindergarten system of Chicago was confirmed as a part of the public school system by an overwhelming direct vote of the people, is it proper for the Board of Education to exercise its possibly legal power and cut out all appropriation from the kindergartens, thus completely abandoning them? 9. Would it not be more equitable to make a horizontal decrease

in the appropriation for all departments rather than to entirely obliterate one? 10. In connection with the last question should not especial weight be given to the fact that it is in the poorer districts especially that the kindergartens are most needed? 11. Is it true that the maintenance of the kindergartens will necessarily "deprive the children in the elementary schools" of a portion of their instructions? 12. Would it not be better business economy to tide over the present emergency, even with a somewhat diminished force, rather than to entirely abandon the present equipment and scatter the present force of teachers?

The answers to these questions, while varying in some details, maintain that the present closing of the kindergartens is a matter of necessity; that unless economy be thus practiced it would be necessary to deprive children in the elementary schools of a portion of their instruction. All agree that the kindergartens are most necessary in the poorer districts, and the hope is expressed by some that they may be maintained in these districts even if other districts must be abandoned. It appears also that one member of the board moved that a horizontal decrease be made in the expenses of all departments so that the \$35,000 necessary to run the kindergartens for the four months in question might be raised, but this motion was lost.

Business economy in consideration of this question seems to the writer to leave but one answer possible. The members of the school board admit that the kindergarten will continue as a permanent part of the public school system, and say that the closing will not continue after the first of January next. If this is true, then every effort should be made to maintain the kindergarten as a running department until that time. Business men are often obliged to lay off a part of their force, but they appreciate the value of maintaining an efficient nucleus, and the danger of attempting to reestablish a force that has once been completely scattered. The present equipment should be utilized; the force of teachers should be conserved as far as possible; no effort should be spared that might result in greater economy in school management, and, consequently, a larger fund for maintenance. It would seem that existing departments might well be further drawn upon to preserve another coördinate department from obliteration. . . .

It is too humiliating that this city should abandon a distinctly valuable portion of its educational system without a struggle."

From *Unity* of March 6 we quote the following paragraph, which will be suggestive to the thoughtfully patriotic. It is hoped that it may prove stimulating:

It is to be hoped that no one told Prince Henry that the great city of Chicago, proud of its wealth and its energy, is about to abandon one important branch of its school system completely for

the lack of the sum of \$35,000. It is hard to justify this action toward the kindergarten without proof that every possible resource of public economy and private generosity has been exhausted.

This statement of E. Benjamin Andrews, in one of his reports while still superintendent of public schools, Chicago, is of interest also, tho the information is not altogether new. May the time come when it ceases to be true:

When young children have at home plenty of suitable play-room, the absence of the kindergarten facilities, tho regrettable, is not a serious matter from any point of view. In the poorer districts, however, it is a deplorable lack, pedagogically, morally, and socially. In many parts of Chicago the need of kindergartens is a crying one.

THE CINCINNATI TRAINING SCHOOL has enjoyed a truly prosperous year. Miss Mina Colburn, of Jamestown, N. Y., has been installed as principal, and daily work moves on with success and inspiration. Mr. Hamilton Mabie was with us as a lecturer, and proved interesting and delightful as usual. Miss Marie Ruef Hofer spent a week with the students, giving much help by lectures and suggestions. Miss Caroline T. Haven of New York presented a course of three lectures. Mr. William Norman Guthrie supplemented the work in Browning by a course of four lectures. Miss Colburn invited all friends to a reading by Mrs. Ida Benfy Judd of New York. Mrs. Judd also supplemented the Browning work by a rendition of Saul, as well as by a presentation of higher classics. One memorable entertainment was given under the auspices of the Music Department, which is in charge of Miss Ida Ewing, it was a recital of piano music by Miss Emma Roedler of Cincinnati. A climax is expected in a course by Miss Blow. She will give four lectures before our own school and one under the auspices of the Literature Department of the Woman's Club. Her subjects are: "A Plea for the Study of Great Literature," "Realistic Literature for Children," "The Mother Play illustrated by the Family Song, and Fairy Stories." She speaks on Dante before the Woman's Club, and the students of the training school will be guests. The art and manual training classes have been especially successful during the past year.

THE PHILADELPHIA SOCIETY OF FROEBEL KINDERGARTNERS held its regular meeting March 8. Mrs. Durham read a paper on "Two Aspects of the Child's Life." She brought out six points: 1, Begin with help that may be given the child individually, then out to the universal. 2, Mothers should be trained kindergartners and trained students in baby life. 3, Kindergartners and mothers should visit day nurseries for the sake of entering into baby life. 4, Kindergartners and mothers should be acquainted with the street and other influences that surround the children under their

care. 5, Mothers' meetings should be held with kindergartners and children in the homes of the children. 6, There should be personal visits between parents and kindergartners of a cordial, social nature. Mrs. Durham spoke of the need of parents and teachers joining clubs where child life is discussed, that they may be able to give intelligent help to the child of the larger community instead of working rashly, as "to be carried away by enthusiasm has a danger line."

During the general discussion which followed the reading of the paper, Professor Batchellor stated that "parents and teachers should get hold of the enlightening fact." Also that thoroughness was needed rather than quantity.

ALICE M. BARRETT,

N. E. A.—The kindergartners visiting Minneapolis at the time of the N. E. A., July 7-11, will find much to interest them. It will be a delightful spot in which to spend a part of one's vacation. Many near-by excursions will be offered. Lake Minnetonka, 14 miles long, with 150 miles of shore-line, is only a half hour's ride from the city. The park system of Minneapolis has many attractions, with its three beautiful little lakes. Minneapolis is a city of broad, well-paved streets, and beautiful homes. It is connected by both steam and trolley-cars with St. Paul. Duluth, with its great shipping interests, is only a few hours away. In Minneapolis itself are found the great flouring and lumbering interests that have made it famous. Excursions are already planned into the great West and Northwest that will be of especial attraction to Eastern visitors. Other excursions will doubtless be offered later. Former meetings of the N. E. A. are guarantees of the excellence of the programs offered, and which will be ready for publication before long.

On the twenty-first of February, the anniversary of Miss Anna E. Bryan's death, a small group of friends gathered in the classroom of the Training School, under the Louisville Free Kindergarten Association. These representatives of Miss Bryan's and Miss Hill's graduates were assembled to place on the walls of the classroom a portrait of Miss Bryan. A memorial or tribute drawn up after Miss Bryan's death has been painted in illuminated text; by Miss Margaret M. Byers, and has been mounted and placed near the portrait. There was little ceremony, the picture encircled with her much loved flowers was placed and a few of Miss Bryan's favorite portions of Scripture were read. After this the friends dispersed, glad to have paid this honor to the woman whose strong personal influence is still felt among us as an ever-present blessing.

THE editors understand that the reformed spelling adopted by the KINDERGARTEN MAGAZINE is not fully acceptable to the more conservative readers of its pages. They take this occasion to as-

sure these friends that the eliminations which occur are due neither to ignorance as to the rules of Webster's little blue spelling book, nor to careless proofreading. With other educational journals, the KINDERGARTEN MAGAZINE uses the simplified spelling in accordance with the sensible recommendation of the committee of the N. E. A., which recently considered the feasibility of reforming our "whimsical and antiquated orthography," as it was characterized by Jacob Grimm. There are those who question the good taste, reason, and sanity of such a course. We refer all such to the valuable little pamphlet edited and published by E. O. Vaile, Oak Park, Ill. It gives in interesting articles the *unanswerable* arguments of eminent philologists, college presidents, educators, and editors of educational journals, in favor of a phonetic spelling. American writers have changed, within recent years, favour, savour, harbour, labour, musick, physick, plough, mould, axe, traveller, etc., to favor, savor, harbor, labor, music, physic, plow, mold, ax, and traveler. Why not use tho, thoro, thru, program, catalog. Writing should only represent speech.

THE formation of a state organization of kindergartners is under consideration in Cleveland, Ohio. All kindergartners in the state are requested to send in their names to Miss Mabel Amy McKinley. Address Kindergarten Training School, Lend-a-Hand Mission, Cedar and Watkins avenues, Cleveland. The sending in of the name does not necessarily commit the writer to membership.

MISS CLARA WHEELER, secretary of the Kindergarten Association of Grand Rapids, Mich., is to make a tour of Eastern kindergartens, visiting those of Washington, Philadelphia, Newark, New York, Brooklyn, New Haven, Hartford, Springfield, and rounding up in Boston a few days before the I. K. U. The trip, as far as Washington, will be with a big excursion of teachers which Mr. Elson, superintendent of public schools in Grand Rapids, is organizing for Easter week. The Grand Rapids Kindergarten Training School, under Mrs. L. W. Treat, announces a splendid summer school program.

CORRECTION. In the article, "The First Journalist Friend of the Kindergarten," in the February number of the KINDERGARTEN MAGAZINE, the name Dr. R. T. Trall should be substituted for Hall. There was a Dr. Hall who edited a Health Journal at about the same time.

DR. WILLIAM T. HARRIS is to give a course of lectures on the "Psychology of Education" at the Martha's Vineyard Summer Institute, beginning July 14.

BOOKS FOR THE STUDY TABLE.

"Source Book of the History of Education," Greek and Roman Period. By Paul Monroe. New York: The Macmillan Co.

"The Care of Destitute, Neglected, and Delinquent Children." By Homer Folks. New York: The Macmillan Co.

"The Art of Teaching." By Emerson E. White. Price, \$1. New York: The American Book Co.

"Classic Myths." By Mary Catharine Judd. Chicago: Rand, McNally Co.

"Plans for Busy Work." Edited by Sarah L. Arnold. Boston: Silver, Burdett Co.

"The Mind of a Child." By Ennis Richmond. Price, \$1. "Chatty Readings in Elementary Science." Four volumes. New York: Longmans, Green & Co.

"Short Talks with Young Mothers." By Charles Gilmore Kerley, M. D. New York: G. P. Putnam's Sons.

"The Literary Primer." By Mary E. Burt and Mildred Howells. New York: Charles Scribner's Sons.

"First Years in Handicraft." By Walter J. Kenyon. New York: The Baker & Taylor Co.

"Graded Physical Exercises." By Bertha L. Colburn. Price, \$1. "Delsarte System of Expression." By Genevieve Stebbins. New York: Edgar S. Werner Publishing and Supply Co.

"Elementary Zoölogy." By Vernon L. Kellogg. New York: Henry Holt.

"Glück Auf." By Marathe Muller and Carla Wenckebach. Boston: Ginn & Co.

"Jean Mitchell's School." By Angelina W. Wray. Bloomington, Ill.: Public School Publishing Co.

"The Science of Penology." By Henry M. Boies. New York: G. P. Putnam's Sons.

"The Foundations of Education." By Levi Seeley, Ph.D. New York: Hinds & Noble.

"Chalk-Modeling." The New Method of Map Drawing. By Ida C. Hefron. Boston: Educational Publishing Co.

"The Cow Pea." Interesting to Agriculturists. Published by the North Carolina State Horticultural Society, Southern Pines, N. C.

"Notes on Child Study." By Edward Lee Thorndike. The Macmillan Co.

"The Merchant of Venice." Introduction and Notes. By E. E. Hale, Jr. New York: University Publishing Co.

"Pictorial Geographical Readers." New York: Longmans, Green & Co.

"First Reader." By Frances Lilian Taylor. Chicago: Werner School Book Co.

"Eastern Peru and Bolivia." By William C. Azle. Seattle: Homer M. Hill Publishing Co.

SOME GOOD THINGS TO BE FOUND IN THE MAGAZINES.

The Century for March.—"Alfred, Lord Tennyson." Frontispiece, by Thomas Johnson. "A Bavarian Bric-à-Brac Hunt," by Philip G. Hubert, Jr. Pictures by Werner Zehme. "In Samoa with Stevenson," by Isobel Osbourne Strong. Pictures from photographs, and decorations by Ellen Macauley. "A Marionette Theater in New York," by Francis H. Nichols. Pictures by Arthur I. Keller. "Little Stories," by the author of "Hugh Wynne." Vol. 2. "A Consultation," by S. Weir Mitchell. "An Apostle to the American Indians: Henry Benjamin Whipple, Bishop of Minnesota," by H. P. Nichols. With portraits. "Personal Recollections of Alfred, Lord Tennyson," by W. Gordon McCabe. With frontispiece portrait and facsimiles. "Jan Kubelik," by H. E. Krebbiel. With portrait sketch by Cecilia Beaux. "The Melting of the Ice," by Edith M. Thomas. "The Improvement of Washington City," Vol. 2, by Charles Moore. "The Song Mystery," by Edwin Markham. "Marconi and his Transatlantic Signal." Prefatory Note, by Guglielmo Marconi. Authoritative Record of Mr. Marconi's Work, by P. T. McGrath. With illustrations made for the author. "The Nature of the Nerve Impulse." Including Account of the Writer's Recent Investigations, by Albert P. Mathews, Ph.D., Chicago University. With diagrams. "Civic Improvement a Phase of Patriotism—America's Need of Free Art—Education and Citizenship." Open Letters. "The Carnegie Institution."

St. Nicholas for March.—"Children of an Exiled King," by Emily P. Weaver. Illustrated from old paintings. "The Gazette's Boy." Story, by Henry Holcomb Bennett. Illustrated by Charles M. Relyea. "The Queen's Messenger." Verse, by Tudor Jenks. Illustrated by Fanny Y. Cory. "The Fabulous Table." Verse, by Jessica Lowell. Illustrated by Orson Lowell. "A Letter from Oliver Wendell Holmes," by Kate Milner Rabb. Illustrated by a portrait and a facsimile of the poet's letter. "A Small Boy's Ambition," by Emma F. Bailey. "The Smiling House and the Frowning House," by Margaret Fezandie. Illustrated by Victor Pérard. Nature and Science for Young Folks—"The Music of the Marshes;" "'Hats' in Summer—'Bare-headed' in Winter;" "Bino and the Baby;" "Some Old Houses;" "'Mimic Snow-Birds.'" "In Winter Woods—Early Spring Observations." "The St. Nicholas League." Illustrated.

Educational Review for March.—"The American and the English Public Elementary School," by H. Thiselton Mark; "Industrial and Technical Training in Popular Education," by Henry S. Pritchett; "The Private School in American Life," by George C. Edwards.

Popular Science Monthly for February.—"Theology versus Thrift in the Black Belt," by Charles B. Dyke. Of interest to child study circles.

THE headquarters for "Kindergarten Music Building, the Science of Music for Children," are located at 1085 Boylston st., Boston, Mass. (No. 2.) Established, 1897, by Nina K. Darlington, for the teaching of Normal students in musical kindergarten and educational music. Visitors are welcome any afternoon except Wednesday. Allied work: "Bird and Flower Tone-Study," "Color and Tone at the Pianoforte," "Motion and Tone at the Pianoforte," "Mothers' Musical Moments."

KINDERGARTEN MAGAZINE

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TWENTIETH CENTURY SERIES.

MODERNIZING THE COURSE OF STUDY.*

W. A. HESTER, SUPERINTENDENT OF SCHOOLS, EVANSVILLE, IND.

LADIES AND GENTLEMEN:

I have no means of knowing what you think of my subject as announced in the program. It is denominated by a prominent Massachusetts school man as "unique if not remarkable." Yet I understand that some of you are expecting from me a rather sensational discussion of it. In this you will be disappointed. It has occurred to me that it would better become me, on this my first appearance before this honorable body, to be modest and studiously mild in my remarks. In fact, I shall not attempt, in the fifteen minutes assigned me, to discuss the subject at all. My only purpose will be to so present its salient features as to excite discussion by those present who are much better prepared, thru experience and otherwise, to discuss it than I.

In his efforts to modernize the course of study, to what extent should the superintendent be governed by: 1. The crack of the college professor's whip? 2. The nervous woman writer's tirade on the "crowded curriculum"? 3. The conclusions of the notoriety-seeking schoolroom experimenter? 4. The demands of the old school men that all be eliminated from the course of study excepting the "Three R's"?

I have a bright young school friend whom I shall call, for the sake of convenience, Charles Merrill.

Mr. Merrill is college bred, thoughtful, sober, sensitive, and almost painfully conscientious. He voluntarily entered the profession of teaching when quite a young man, and, because of his superior intelligence, close study of his work, tactfulness, and devotion to duty, he was rapidly and deservedly promoted, his last position, and the one which he now holds, and has held for nearly six years, being the superintendency of a system of schools in a

* Paper read before the Department of Superintendence, Feb. 26, 1902.

prosperous western town of about thirty thousand people. As a superintendent he has had what may be termed a rich experience. He related much of it to me during last Christmas holiday week, and it was to me so interesting, so suggestive, and is, withal, so similar to that of many other young superintendents, that I venture to present a portion of it for our discussion here today. He stated that before he first took charge of the schools his Board told him that their schools were not up to the standard of certain other schools which they named, and that they would expect him to bring them to such standard as soon as it could be done. Said he:

Having given the superintendency of schools but little attention I began at once a careful reading of everything bearing on school management that I could find, and wrote to a number of the writers of articles that had impressed me most deeply for fuller statements of their views.

Several of them replied promptly and elaborately, and their letters have been of great help to me many times since their receipt; but others made assertions and expressed opinions that impressed me as being dangerously heterodox, they were so diametrically opposed to what I had been taught to believe was good pedagogy. I, therefore, laid their communications aside, determined to allow the writers to prove the pedagogical worth of their theories themselves, rather than risk testing them myself or allowing them to be tested in the schools for the success of which I would be held personally responsible.

The first and most important duty which the new position brought to me was the revision and improvement of the course of study. The old course, as I found it, provided for work in what we usually term the "eight common school branches," none of the so-called "fads" finding a place in it.

About the first thing which I did, therefore, was to recommend the introduction of a system of drawing, to which I held with a blind faith in the efficacy of the system, tho I knew little of its real educational value, notwithstanding the fun that was poked at our "mud-pie making," our "scissor-cutting nonsense," and our "failure to turn out artists." A proficient and popular supervisor soon quieted the spirit of unrest, however, and things have gone serenely on in that department of our schools ever since.

The necessity for a complete course of nature work for the grades was also urged upon me, and what appeared to me to be a carefully worked out scheme of nature study was presented to the Board, who readily adopted it, and then to the teachers, who sighed, but acquiesced, and went faithfully to work to master the new subject as it applied to their respective grades.

Of course, time had to be set apart for the two new subjects

of drawing and nature work, and it had to be taken from the time formerly devoted to instruction in the other branches.

Right here the college professor came to my assistance. He commended me for what I had done in "shortening and enriching" the course of study, but said that my work had not gone far enough. He insisted that further eliminations and contraction should be effected in the old time subjects, and that a full Eight-Year Course in History should be given to the pupils of the grades; that Latin should be begun in the seventh, and that elementary algebra and geometry should be made a part of the eighth-year assignment.

I was persuaded that all this must be done if we would be "up with the times"; and as my Board had said this must be our condition as soon as practicable, and as our advisers made it so emphatic that all the changes enumerated were essential in any attempt to modernize a course of study, the new subjects were introduced as rapidly as could be done without creating a panic and general strike among the teachers.

In the process of elimination and contraction of the old course much of the technical part of the grammar was sacrificed. This, of course, created dissatisfaction among the advocates of parsing and analyzing, and much complaint was heard from high school teachers of English, German, and Latin when the pupils began to enter their classes.

Besides this, many of the topics in arithmetic previously dwelt upon by teachers and labored with by pupils were stricken from the assignment, and the course in that branch shortened a full year. The criticism which this elicited from a number of our pioneer, but substantial and highly respected citizens, products of the old school, were such as I do not care to repeat. It is sufficient to say that no argument presented to them was strong enough to convince them that the new was a great improvement over the old. They held tenaciously to their demand that the "new-fangled notions" be dropped and the "Three R's" be emphasized.

The course of study in geography was next abbreviated by substituting a one-book course for the two-book course then in use. One year's work in geography was thus saved and the time given to the new subjects.

But this was not the end. The vertical writing wave reached us, and in its mighty roll threatened to submerge us and thus to consign us to oblivion; but we mounted its crest with the other progressives, and the change from the more rapidly-written but now condemned slant to the slower but popular vertical was soon effected.

Altho the penmanship of the older pupils was for a time almost illegible, all, ere long, were writing the so-called vertical script, which in most instances was a plain backhand.

These changes, together with the addition of two oral lessons per week in scientific temperance, made necessary by a recently enacted law in response to a demand of the W. C. T. U.; two oral lessons per week in patriotism, as requested by the G. A. R. and D. A. R.; two five-minute exercises each day in calisthenics, and one ten or twenty-minute period each day given to vocal music, afford some idea of the evolution thru which those schools passed during the first three years of my superintendency.

Much of the time during the next two years I spent in defending the schools against what I felt were unjust attacks from evil-disposed persons. But these did not disturb me quite so much, nor have they been so difficult for me to meet, as the criticisms of persons whom I had every reason to believe were friends of the schools.

Intelligent and ambitious parents claimed that their children, their daughters particularly, were being unduly burdened with work. As gentle reminders, some of them sent to me marked copies of magazines and pamphlets that contained long and scathing criticisms on the public-school system in general, because of its "death-dealing work with the youth of the country."

On investigating I learned that many, tho not all of our girls, who were reported to be slowly breaking down, were naturally delicate or very nervous in temperament, and incapable of sustained effort; or were members of society whose demands on their time and strength consumed the better part of their vitality, and their school work, too often a secondary consideration, was a consequent sufferer. Many of the boys, yet not all of them either, who were reported as not being able to keep up with their classes, were found to be cigarette fiends, a condition which seemed to have rendered them almost wholly incapable of steady and continuous mental application; while others realized as keenly as did the girls the demands of the social circle on them, and they felt constrained to respond to this demand even to the detriment of their school work.

To meet these difficulties, and to allay them, if possible, by affording the patrons of the schools a fuller knowledge of the policy of the schools in their changed conditions, and thereby bring the patrons into closer touch and sympathy with the schools, mothers' meetings were held in various parts of the city.

While some of these meetings were deemed successful and profitable, many of them were dominated by persons of strong personality and good following, who criticised in such severe and convincing terms much of the really good work of the schools which they could not understand nor appreciate, that harm to the schools rather than good resulted from them.

"We have not tried fathers' meetings," said he; "we fear it would not be wise."

During the third year of my term of service, one of the mem-

bers of my Board learned that written examinations had been tabooed in several schools that he was told were thoroly "up to date," and he insisted on their being abandoned, as an experiment, at least, in our schools. He was so enthusiastic, yet so kind in the expression of his wishes in this respect, that the experiment was tried, and now nothing but written tests are known in the schools; and tho there are now two or three times as many written tests as there were formerly written examinations and tests together (a condition which seems to prevail also in the schools to which he referred), he is pleased and claims credit for the change; and is congratulated by certain patrons who called his attention to the "desirable improvement."

As tho this were not enough, a movement, the strength of which I have not yet been able to determine, has lately been started by the mothers' clubs of our city, having for its purpose the breaking up of gradation in the schools and the substitution of individual instruction. It is claimed that this system of instruction is in successful operation in a number of good schools; that it is now no longer an experiment, and that it is certain to supersede the graded system, or class teaching. Their immediate presentation to our Board of the superior claims of individualism is prevented, I understand, by the difficulty which the ladies are experiencing in determining which of the several "best individual systems" is the best for our schools. As soon as they reach a mutually satisfactory conclusion in this respect we shall doubtless hear from them.

While the ladies have been busying themselves about this "great cure all" for the ills of the schools, I have been endeavoring to find our true bearings and to determine, if possible, whither we are drifting. I have questioned myself with all the sincerity of an honest questioner, and have been trying to answer the questions just as honestly:

"Have we really improved on the old as much as we have tried to convince ourselves and our friends that we have?"

"Does our present course provide for solidly progressive work?"

"Is it a pedagogical unity?"

"Is the work as now outlined well articulated and wisely purposeful, or does it encourage and almost compel scrappy and superficial work?"

To be candid with you, I am not satisfied with present conditions; and, tho I am ready to acknowledge having made mistakes, if I can be satisfied that such is the case, and am willing to rectify where defects occur, still I am more or less uncertain where to begin or just what to do.

In the first place, I am becoming more and more strongly of the impression that there is truth in the statement that the majority of our school children have too much to do. Both they and the teachers, I fear, are overburdened. Nor do I feel that we

can prune the old course any more than we have by way of relief. I am not certain but that some of our old citizens are about right in their statements, that we have already crossed the danger line in our eliminations. I am now sorely tempted to undo some of the things which we have done in the name of progressiveness and modernization.

To be specific, while I see some virtue in the work done by the pupils of the eighth grade in concrete geometry as a help to them in mensuration, I have little faith in the value of the smattering of algebra which they get, and less faith in the educational worth of the Latin which the seventh year's learn in a year's time. I am persuaded, too, that we ought, in the interest of a more thoro grounding of the children in the essentials of an elementary education, attempt to do less in history below the seventh grade and less in nature work above the third, and concentrate our efforts on the other subjects. The use of nature work as a basis for the development of the power of expression in the first three primary grades, its formal and regular teaching in those grades, renders it so valuable as to make it really indispensable there, and it should be retained. Above the third grade all that is of especial value in nature study, it seems to me, can be taught incidentally in connection with the teaching and illustration of the other subjects, and in correlation with those subjects.

Almost the same thing may be said of history, with the exception that its regular and formal teaching be begun in the seventh-year grade, but that in every grade below the seventh the reading assignment be so made as to give large attention to biographical and historical sketches and nature stories.

I would retain the course in drawing, but cause it to take two distinct lines, one looking to industrial training work and the other to the development of the artistic sense.

I do not expect to worry about the work in penmanship. It will take care of itself, and sooner or later the natural slant will take the place of either a forced vertical or a prescribed slant.

These eliminations and combinations, call it retrogression if you will, will greatly lighten our work, and will give two or three periods each day for manual training work in the grades, the kind of education that, in my judgment, is well worth planning and sacrificing for, for I believe that the good accruing to the boys and girls of such training is by no means equaled by that which they can realize from the effort and time which they must give to the subjects I am proposing to eliminate, and which have heretofore stood in the way of manual training work.

"What think you," said he, "in a most appealing way, "of my conclusions? Do you not think that the interest of my boys and girls demand such action on my part?"

THE PSYCHOLOGY AND ETHICS OF FUN.*

WALTER B. HILL, CHANCELLOR GEORGIA UNIVERSITY.

II.

SINCE this paper is not scientific in aim, but has a practical purpose, it may be well to establish by further considerations the antisocial nature of the ludicrous; the ultimate object being to make an argument that our homiletics—in the pulpit, press, and schoolroom—should endeavor to bring about a moralization of Wit and Humor.

1. The testimony of language. Talleyrand has said, "Language is the wisdom of everybody." Words are composite photographs of myriads of individual mental images. Whence then comes our vocabulary when we describe the various types of wit and humor? Usually from the metaphors of weapons, warfare, and combat. We say of wit that it is keen; that its blade is sharp or trenchant; a jest is cutting; if successful it scores a hit; and the one word to be applied in common to all the "thousand shapes wit wears" is point. Now the function of a point is to stick into something, and the process of puncture is usually painful and most frequently malevolent. When we abandon the metaphors suggested by arrows, swords, and spears, we resort to such terms as bitter, caustic, stinging, blistering, excoriating, etc.

Arguments from etymology are peculiarly liable to error, but some suggestions of painful or cruel physical processes are probably indicated in the origin of various terms now in question. Dean Swift says of "banter": "This polite word of theirs was first borrowed from the bullies in White Friars." Its local meaning in the United States is the challenge to fight or race, and hence the contest itself. In "jeer" there is a suggestion of shearing the fool. In "rail" is a suggestion of scraping or grating. "Sarcasm" is from *sarkazo*, to tear the flesh, then to bite the lips, then to speak bitterly or sneer. By popular etymology the idea of sarcasm as biting to others may have been thus derived.

2. All the phenomena of repartee and retort and (acrimonious) debate tend to show that wit is a species of warfare. In the

* Address prepared for Superintendents' Meeting, but owing to the absence of Dr. Hall was not presented. (Continued from April number.)

freedom of invective in the Irish House of Commons a century ago Mr. Martin of Galway said of Mr. Ponsonboy, at a time when he knew that Ponsonboy's sister, one of the most beautiful women in Dublin, was in the gallery, "Mr. Speaker, these Ponsonboys are the plague of the nation. They are infamous personally and politically from the toothless old hag now grinning in the gallery to the white-livered scoundrel that shivers on the floor." It is not a far cry from such brutality back to Spartacus on the bloody sands. For a modern instance, let Mr. Blaine's tilt with Mr. Conkling suffice. Someone had said that the mantle of Henry Winter Davis had fallen on Mr. Conkling. Mr. Blaine said the comparison was a profanation—"Thersites to Hercules, Hyperion to a satyr, mud to marble, a whining puppy to a roaring lion, a singed cat to a Bengal tiger." And to this very day a certain senatorial "pitchfork" is the chief attraction of the galleries, and the prime favorite of sensational reporters. Of how few debaters possessing wit can it be said as of Canning:

"His wit in the combat as gentle as bright,
Ne'er carried a heart-stain away on its blade."

Schopenhauer's hot blast against Hegel was introduced in the beginning of this paper as a test. Was it to those who may, perhaps, have here met with it for the first time, amusing in its ferocity? If so we are ready for the Q. E. D. A writer in the *Cornhill Magazine*, May, 1876, says:

Of the current jests half owe their merit to their inhumanity. Look at any of the current stories of Douglass Jerrold, who passes for a humorist in these later days. Every recorded jest of his that I have seen is a gross incivility made palatable by a pun. The substance of each phrase is, "You are a fool"; the art consists in so wrapping the insolence in a play of words that the hearers laugh, and the victim is deprived of sympathy. "It was your father, then, who was not so handsome," is one of Talleyrand's brilliant retorts to a man who spoke of his mother's beauty. What is this but to say, "you are an ugly beast," and yet to evade the legitimate resentment of the sufferer. Talleyrand visiting at the bedside of someone quite ill, asked the patient how he was. "I am suffering," was the reply, "the tortures of the damned." "What," said Talleyrand, "already!"

3. Strong corroboration of the argument is found in the case of children. Hall and Allin state that the returns to their questionnaire abound in instances of childish glee over all sorts of deformity, suffering, and calamity. In perverted cases this normal

mirth rises into the heartlessness of the little girl who danced over a comrade's grave, and of two little boys, aged nine and eleven, who, after witnessing scenes of butchery day, killed, dressed, and quartered their baby sister, imitating with great delight the details they had seen.

The advance proofs of the second volume of Baldwin's "Dictionary of Philosophy and Psychology" enable me to cite an opinion more charitable to human nature. Under the article, Malevolence, Professor Sorley says: "It is interesting to ask whether there is not an æsthetic factor in malevolence; as there is in most benevolence and sympathy. There can be no doubt that many of the actions ordinarily ascribed to malice are better explained from the elements of play and of the comic involved in the production of grotesque and unusual situations. . . . It may be the writhings and not the pain of the pinned-down insect that interests." The present writer would prefer to believe this rather than what he does believe, but do not our recollections of experiments in infancy with pins and insects candidly force us into the position of the old lady, who said that no matter what other doctrines she gave up she intended still to hold on to her original depravity. The difference of opinion suggests that kindergarten experts, and all those interested in child-study, should pursue the investigation for which Hall and Allin's circular of inquiry blazes out the way.

4. The child of the preceding paragraph is but the father to the man in this. To laugh with those who weep is a gross perversion of Scriptural teaching, but joy in the calamity of others (*Schadenfreude*) is one of the deep, dark secrets in the soul of man. There are secrets of this character that remind us of the French saying: "But for sleep men would die of self-contempt." Why is it that grotesque and wanton images present themselves in the minds of the holiest saints at the moment of intensest devotion? Who has not confessed with shame his consciousness of the half truth in Rochefoucauld's maxim: "There is something in the misfortunes of our best friends which does not more than half displease us." Who has not witnessed the disappointment on the faces of those who inquire about the condition of someone, long expected to die, when they learn that the denouement has not come?

Hall and Allin on this painful subject say: "Not a few of our correspondents confess with genuine abasement that, interlinked

with the strong feeling of grief at the sickness and death of their friends, there is an undercurrent of satisfaction and even joy which sometimes makes them feel that their sorrow, tho tearful, is superficial and hypocritical. . . . It is sad to reflect upon the results of honest introspection and careful self-analysis upon this subject."

Milder phases of this Schadenfreude are perhaps to be found in the following groups: (a) Enjoyment of ludicrous epitaphs, which bulk large in every collection of jokes. (b) The cruel wit of quietism, said to have been begun in 2 Chronicles, xvi, 12, 13: "And in the thirty and ninth year of his reign King Asa was diseased in his feet; his disease was exceeding great; yet in his disease he sought not to the Lord but to the physicians. And Asa slept with his fathers." In modern newspaper forms this species appears in such paragraphs as the following: "A servant kindled a fire with naphtha and has benzine no more." (c) Mirth at funerals. In this case the merriment need not be ascribed to any pleasure in the sorrow of the mourners, but it sufficiently illustrates the point to say that sympathy for grief is not strong enough to repress the risibilities. Perhaps the rebound or relief from tension may be a large factor in the true explanation. Whatever be the theory, the ghastly fact remains. One such instance occurred as the following; it is known in the local community as the comic funeral. It was the burial of a noted wag whom we will call Mr. Yorick in order to disguise the setting of the story. The pallbearers, according to local custom, were walking beside the hearse. The first carriage was filled with the tearful wife and children of the deceased. Unfortunately one of the pallbearers raised the question, what was the best joke the dead man had ever perpetrated. This called out several enlivening reminiscences, and soon to their horror the pallbearers found themselves in a shake. The electric current of wit passed down the procession and soon dozens of men were laid out along the roadside in spasms of inextinguishable laughter.

5. Our estimate of the funny man may be adduced to support the preceding considerations. Woe to him who, combining wit and wisdom, suffers himself to acquire the reputation for the former. Sidney Smith could not be a bishop. Thomas Corwin was a great man, but people refused to take him seriously. But the discount on the man of wit relates to character even more than intellect. He is regarded as heartless. Those who laugh at

his jokes upon others feel that when their backs are turned their turn will come. Southey says didactically:

A man renowned for repartee,
Will seldom scruple to make free
With friendship's finest feelings.

Pascal flatly says: "*Diseur de bons mots mauvais caractere.*"

6. Hitherto the argument has sought to illustrate the evolution of the ludicrous from the cruel, but the practical joker with his brutalities has undergone no development. He is a genuine, original, unadulterated savage. Not infrequently we read in the press dispatches of persons frightened to death by such barbarism, and occasionally of some student who goes to his death in a mock initiation. Hall and Allin say: "The cheap comedy shows us how the practical joke, banished from the cultivated classes where it formerly held sway, still prevails among the lowly as it does among savages and children in a raw and more flaying form. The greater the discomfiture or even the pain, the madder and more furious the fun."

Our survey of the subject up to this point has shown that there are some forms of wit and humor which are so amiable and harmless as to suggest that they spring from the pleasure of pure animal spontaneity; while others are so malevolent as to give plausibility to the theory that they are derived from savage delight in witnessing torture. This latter proposition it has been sought to make good by argument, and clear by illustration, because of the practical corollaries to be deduced from it. If there are smiles that would not mar an angel's brow and others that befit only the faces of fiends, there is ample warrant for the proposition that ethical standards should be applied, and that the plea of "just for fun," should no longer be permitted to cover a multitude of sins. Children learn at an early age the principles of the limitation of individual liberty. It can usually be fixed in the mind by the epigrammatic statement, "my right to swing my arm ends where your nose begins." The beautiful simplicity of the Golden Rule commends itself to their intelligence; but it would fall upon them with a shower-bath of surprise if they were told that the Golden Rule applies to mirth and merriment. Yet this is precisely the inculcation needed. Since fact is worth more than theory, the present writer can say that in a critical period of administration, the day was saved for good order by an expostulation

which insisted on the moralization of fun, and which rested the plea on George Eliot's theory of its origin.

LIMITATIONS OF FUN.

The inculcation may take this general direction. After considering all that may be claimed for mirth as a part of human happiness, we may submit that it is bounded by certain higher laws. (a) It is bounded by the law of kindness. Whether we would willingly be the victim of a proposed jest or practical joke is an easy test of its compatibility with this law. Conventionally it is assumed that we enjoy hearing our friends tell a "good thing" on us. But who really enjoys the ordeal? (b) It is bounded by the law of purity. In the *Cornhill Magazine* article already quoted it is said: "How much that passes for humorous is simply profane or indecent or brutal? Half of the humorous stories that pass current in the world are unfit for publication." This limitation may be stressed by an anecdote of General Grant. A young officer being about to tell a salacious story, said: "I believe there are no ladies present." "No," said General Grant, "but there are gentlemen present." No young officer would ever have dared to think of telling a shady story in the presence of General Lee. Quaint old Thomas Fuller said: "Almost twenty years since I heard a profane jest and still remember it. How many pious passages of far later date I have forgotten. It seems my soul is like a filthy pond, wherein the fish die soon and the frogs live long." (c) It is bounded by the law of reverence. "I wonder, Mr. Spurgeon," said one of his auditors, "that you use so many witticisms in the pulpit." "You would not wonder," was the reply, "if you knew how many I suppress."

CAN WIT BE CULTIVATED?

Of wit at its best estate George Eliot has given the best definition; it is "Wisdom raised to a higher power." The swift insight is of great intellectual value. In debate it economizes time. Argument must be met with argument; but to meet sophistry and absurdity with reasoning is to pay them undeserved respect. They should be "speared with a jest," "routed with all the rash dexterity of wit." Tennyson seems to have had in mind this utility of wit when, in the Ode to Maurice, he wrote:

Not martyr flames nor trenchant swords
Can do away that ancient lie;
A gentler death shall falsehood die,
Shot thru and thru with cunning words.

That wit is not capable of cultivation is a notion universally held. It is presumptuous to question an opinion so widely accepted, but it may be that the pure spontaneity of wit belongs to the same sort of myth as the "fine frenzy" of the poet. It is doubtless true that the wit, like the poet, like the orator, is born, not made, and yet labor may play as great a part in the development of the one as of the other. Sheridan's note-books when examined by his literary executor revealed the unsuspected truth that many of his brilliant witticisms were the fruits of laborious cultivation. For instance, one of his epigrams can be traced thru the successive stages of its evolution. In its first form it appeared thus: "He employs his fancy in his narrative and keeps his recollection for his wit." At a later period it appeared thus: "When he makes his jokes you applaud the accuracy of his memory, and it is only when he states his facts that you admire his flights of imagination." Sheridan would not fire off the witticism in either of these forms, because they were not satisfactory to him. He reserved the final explosion for the time when the epigram took this shape: "The Right Honorable gentleman is indebted to his memory for his jokes, and to his imagination for his facts." Curran, who was the author of more *bon mots*, perhaps, than any man that ever lived, even in Ireland, the land of wit, told his friend and biographer, Charles Phillips, that all the good things he ever said were thought of beforehand, and that he had laid awake many a night chuckling over his jokes as he invented them, and thumping the headboard of the bed in his glee, to the infinite annoyance of the other inmates of the house. Washington Irving tells us "the elaboration of humor is often a most serious task. I have never witnessed a more perfect picture of mental misery than was presented to me by a popular dramatic writer whom I found in the agonies of producing a farce which subsequently set the theaters in a roar." The familiar fact that most of us are able to manufacture a desired witticism when it is too late, as Mr. Lowell said that all his best after-dinner speeches were made in the cab as he rode home after the banquet, suggests that cultivation might quicken the capacity for wit. If the powers of reasoning and of the imagination can be trained thru the study of logic and poetry, as everybody believes, why may not the power of wit be likewise aided by study?

At any rate it is fortunate that this suggestion so contrary to

the general notion may be subjected to careful test. Hall and Allin say that we need, among other things, for the psychology of the future, "a very careful collection of thousands of the very best ancient and modern jests on cards, such as has been begun for ready sorting, until genera and species for some classification on a purely inductive basis shall appear;" also, "a very exhaustive review of humorous literature, proverbs, etc., with analytic intent." In other words, they propose a scientific dissection of the joke. There is something inexpressibly droll in this idea of a man of science treating a jest as he would treat a fossil. Can we hope to discover the protoplasm of wit and humor? Can the point of a jest be investigated under the microscope? Will it be possible to illustrate a witticism on the blackboard? Can a retort be put in a retort and analyzed? It may be doubted whether wit and humor will yield to this treatment; whether we can have an anatomy of pleasantry as old Richard Burton has given us an anatomy of melancholy. May it not be possible that the joke when analyzed may be like a soap bubble when broken—one moment beautiful with all the hues of the rainbow, the next a drop of dirty water.

Every touch that wooed its stay
Will brush its brightest hues away.

It is always pleasant to end with optimism.

Hall and Allin say: "Some mothers and kindergartners have a little game of laugh because they rejoice in life and to teach gratitude to God, making it thus a form of devotion or prayer. In wit and fancy, present man is practicing for the higher man that is to be, just as some of the children's games are preparatory to the duties and realities of adult life. We must not deem the pleasures of imagination, therefore, or the wider range of possibilities opened by wit, both of which so enrich the hard, stern world of present fact, as entirely without symbolic value as prophecy. These bid us hope."

ONE impulse from a vernal wood
May teach you more of man,
Of moral evil and of good,
Than all the sages can.

—Wordsworth.

THE CHICAGO KINDERGARTEN CLUB DISCUSSES THE RELATION OF VIGOROUS PLAY TO BODILY CONTROL.

THE Relation of Vigorous Play to Bodily Control was the subject of the February program of the Chicago Kindergarten Club, Miss Olive Russell being chairman of the day.

Mr. E. B. De Groot, of the University of Chicago, was the first speaker. He outlined briefly the history of the playground movement in Chicago, which was inaugurated in 1893 with the establishment of the Hull House playground. There are now eight in the city connected with Settlements, besides five others established at the instance of the Small Parks Commission and the School Extension Committee of the University. The custodians of the latter are city appointees, subject to civil service examinations, which Mr. De Groot recommends should include questions testing the applicant's knowledge of boy and girl nature, and an acquaintance with the best playground work and equipment in other cities. The social significance of the games of older children as a preparation for a democratic form of government was ably pointed out.

Mr. De Groot thinks that a yard connected with every school-house would do much to solve the truant problem, and cited the example of a New Jersey town where an experiment was made, introducing some parallel bars. The hitherto uninteresting place became attractive to the runaways, who took their medicine of a few hours in school for the sake of the joys awaiting them outside.

In summing up, the speaker found that the best of Chicago's playgrounds were at the Settlements; that few playgrounds followed any plan or program; that the children were left largely to their own devices; that boys and girls of all ages played together indiscriminately. He recommended separation of different ages and sexes, and the appointment of custodians of sympathy and insight, who are competent to lead and direct the children in their play.

Mr. W. Robert Hunter, superintendent of the West Side Bureau of Charities, spoke in reply to the question: "Has the aver-

age city child sufficient opportunity and enticement to plays involving physical exercise and controlled movement?"

His answer was a decided negative. Not only do many children go to work at deadly routine labor, at any age so young that health is irremediably undermined, but they who are not early employed are thrown upon the street for amusement. The large, double decker tenements crowd out the yards. Rooms are dark and few in number, and the mother sends the children into the streets and alleys. The boy thus acquires the street, the gang habit. One thousand such boys are roaming the streets from morning till night. A continual round of excitement is afforded by the newspapers, the street brawls, the music of the saloons. The result is obvious. Having no other playground, the things he sees suggests to the child kinds of play which lead him to become a criminal. Yet he is but full of that for which we admire President Roosevelt, and the play to which his environment limits him is but the natural overflowing of spirits which can no more be kept in than can chain lightning. The country boy has the trees, the swimming pool, the long exploring excursions, to engage his activities; he sees and takes part in the processes of various home industries; his very play develops him. Whereas the city boy must employ these same energies and satisfy his thirst for adventure by ringing door-bells, playing truant, shooting craps, flipping pennies, and so on to the Bridewell. New York has already proved the value of the playground in transforming mobs and boy gangs into normal children. Other cities are learning the same lesson.

Henry W. Thurston, professor of sociology at the Chicago Normal School, showed the part taken by play and games in preparing the child for the social life. His highly suggestive talk was based upon the six following theses:

1. As a child does not come to a consciousness of himself except he become at the same time conscious of another, play is the child's method of building up a consciousness of his individual powers, mental as well as bodily.

2. In coöperative plays where the individual voluntarily obeys the rules of the game which he himself has helped to formulate, the power of coöperation is developed more perfectly than when he obeys the same rules under external compulsion.

3. About the age of twelve, coöperative games become more valuable to a child than hitherto, and, if the opportunity to play

such games in a legitimate way is denied him, he either becomes dwarfed socially or coöperates with his fellows in abnormal ways.

4. In a democracy this power of voluntary obedience to the rules of the coöperative game is essential to the proper working of our institutions.

5. The power and habit of social invention that are developed in the best coöperative games are the essential condition of progress—as contrasted with a static condition—in a democracy.

6. A community that is to develop the most effective citizens of a democracy must see to it that its children are protected in their childhood and given both room and opportunity to play the most vigorous coöperative games of which they are capable.

The speaker indicated the successive steps in the developing child play which lead him up from the imitative, thru the self-assertive or "big Injin" stage to that of the age of loyalty, when the gang instinct is strongest; yet this gang instinct is but the perversion of that high feeling which is the inspiration of King Arthur and his loyal knights. Mr. Thurston concluded that our politics are at fault, largely because of the lack of social coöperation, the trouble being, that we are social only in relation to small groups, those of home, family, church, party, etc. The only way to begin to develop the high, social sense is to begin at the beginning to give air and space to the children; to give opportunity for the divinely ordained coöperation of work and play as seen in the playground and vacation school.

Miss Powell then gave a graphic description of Seward Park Playground, New York city, and some successful work in Boston was described.

Miss Lura W. Sanborn, instructor in physical culture at the Chicago Normal School, followed with a paper, which we quote in large part as follows:

THE EFFECT OF VIGOROUS PLAY ON BODILY CONTROL.

In preparing this paper I have been very often reminded of O. W. Holmes' remarks: "Blessed are they who have said our good things for us."

The literature of Physical Training and Child Study is so teeming with good things on this play question that my paper presents something of a compilation of selections from this and that writer with the supplementary setting of my own. I mention this as an explanation, not as an apology, for one of our great educators has been kind enough to say that, "It is as great a mark of genius to be able to recognize a great truth which another has given to the world as to be the discoverer of that truth."

Plato told us that "Education should begin with the right direction of children's plays." . . .

"Exercise," says Dr. Elmer Lee of New York, "is the key-stone of bodily health, and indispensable as it is to the right appreciation of the blessings connected with the act of living, it is either grossly abused at times or quite neglected by a large portion of every community. Whatever there is that lives owes its continuance to a renewal of substance, and a pure health rests directly upon active disintegration and equal substitution in new material. The interchange between the new and the old tissue needs the quickening influence of motion, exerted from without, to increase the essential activity within. Every part of the body needs the regular and unremitting benefit of daily exercise for all its organs physical and mental. It is the continued and orderly exercise of organs that gives them increased capability for work and for health."

We have been so accustomed to thinking of physical and mental phenomena as entirely independent things, that we speak of the influence of exercise on physical control. It is impossible to do this justice without entering also into a consideration of the mental results of exercise.

The mental capacity of a child is so dependent upon the health of the organ of the mind, that "it becomes of prime importance that the child's body shall receive the first and most careful attention, in order that the brain income may be sufficient to meet all the drafts made upon it. It is plain that physical culture must be recognized in our methods of education as of vastly more importance to the growing child than brain culture so called. The brain must be supplied with sufficient and healthy nourishment that it may not only develop its anatomical structure, but also that it may be kept in a proper sensitive state to receive and register impressions which are constantly flowing into it thru the senses from the outside world."

Exercise whether in play or of a more formal kind is not only muscular work, it is work of the brain cells, and of the nerves which connect the brain and the muscles. Every muscular movement is accompanied by activity of that portion of the brain which directs its movement; and muscular control—so called—is properly nerve control.

Systematic exercise and directed play are educating the child mentally, nervously, muscularly. He is developing his mental as well as physical powers.

Bodily control means nerve control—and before we have nerve control we have activity of those brain cells which preside over that set of nerves.

Thru vigorous play, and let me include in this term other forms of physical training than games (for if play be pleasurable work, then all physical training should be vigorous play), the child first

of all receives a sense impression either thru hearing the direction of the teacher or observing conditions in which he is placed; the first requirement is attentiveness in the simplest form of play; the next act is to respond in some previously directed manner. In this response the impulse must be sent along the nerves to the group of muscles which are to act. With this may be involved alertness, speed, judgment, direction, precision, and other qualities varying with the complexity of the game.

But in any case, physical movement involving control is the outcome. The child who plays educates himself to see conditions, to be mentally alert, and to think quickly. His motor nerves are being trained to act promptly and accurately; he is gaining control, mental and physical.

Games must be adapted to the ability of the player to grasp the conditions imposed by the game, and to his ability to control his acts. Games intended to furnish bodily exercise, or to be a means of educating the player in body control, must bring into use as many sets of muscles as he is able to use with a fair degree of success. Then, according to the complexity of the game, the player must decide when to act, how rapidly to act, what to do, in which direction to go; he must have judgment of distance and of force—all of which features are training the mind in alertness, decision, judgment, etc., and they are educating the nerves to control just that portion of the body which is required to act, in the most economical way. I may illustrate by mentioning a game which requires activity of nearly all these powers. It is the game of "Toss Ball." The players are in a circle, each having a number; the one in the center has the ball. As he tosses the ball straight up in the air he calls the number of some player, who runs to the center and catches the ball either on the first bound, or, which is more difficult, before the bound. The one in the center must be quick to decide upon a number—he must have sense of direction in throwing ball straight, he must judge of force necessary to throw it about a certain height, and he must have coördination required to call the number at exactly the time when he throws the ball. The one whose name is called must first be most attentive to hear his number—he must be very alert and respond instantly to the signal which comes thru his organs of hearing. The rules of the game require him to run to the center, but he must judge where the ball is coming down, how rapidly he must go to get there, and he must have sufficient control of his body to get there; and coördination of leg and arm muscles in catching the ball as he runs—he must control the muscles of the hands as he catches the ball in order not to fumble it; then he instantly calls a number, tosses the ball, and all his powers, decision, alertness accuracy, etc., are called into use.

Thru such plays as this one is educated to think and act quickly, accurately, and with least expenditure of energy. He gains men-

tal alertness and places his body under perfect control of the will; he becomes quick to see conditions and to do the right thing in emergency. He gains control of self, the knowledge of which power gives him courage, confidence, and self-possession.

There is probably no factor more potent in the balance of the nervous system than play. Play may be considered the balance wheel of the nervous organization of the child, and leads to a development of the nervous system into a strong, harmoniously acting system.

That play may be educative it must bring into use all the activities of the body which the child can control; and the end to be gained should be just enough beyond his previous experiences to furnish the stimulus for effort, and the enthusiasm which every child feels in his attempts to accomplish something in which he is much interested, but has not yet entirely under his control. "Play thus relates itself to the truest conception of education, the development of *power*, the power of the individual to act as a self-directed unit in civilization. The self-control gained by play acts immediately, strongly, and honestly in response to conditions as they are presented in life."

And in closing let me quote once more from an able article called, "The Development of the Young Child with Reference to Exercise": "Let not those who are ambitious for their children to acquire the greatest mental culture forget that every effort of the brain, before that organ has attained its equilibrium, deprives some other part, or parts, of the needful blood supply and nourishment, and that in pursuing such a course we overstimulate and exercise that organ, which of all others should have greatest rest and quiet during these early years; and if we persist in attempting to render these helpless little ones brain-cultured, while their bodies show defects in development, their nerves perversion, and their minds—the saddest blot of all—what have they, or we, gained?"

"All Nature's children play and are thereby prepared to live. Not playing they die."

A FEW WORDS FROM JACOB RIIS.

The following timely and trenchant words from Jacob Riis, addressed to the chairman of the day, were then read:

DEAR MADAM:

My statements on the subject of playgrounds and kindergartens are expressed by me every day with tongue or pen or both, and I can add nothing to what I have said a thousand times—namely, that they are prime factors in making good citizenship. That is what it is coming to in the end, and better beginning than they make I know not of.

If we learn by doing, and if play is the normal occupation of

the child thru which he first perceives moral relations, what then of the playground that is set between two gutters always—I mean the streets, in the past the only one the child had—from it must needs come tarnished citizenship.

You cannot rob a child of its childhood and expect to appeal to that child's manhood by and by. It takes a whole boy to make a whole man, and a boy's clean play is a big part of him. That we have seen that and are restoring it at last is the best proof in the world that our fathers have not lived and built in vain, that our freedom will endure; if that is not cause for rejoicing, what is?

I am on my travels and cannot come and speak or write as you wish, but it is not needed.

Thank God we can see the light at last, and we are making for it with seven-league boots every time a playground is laid out for the little ones.

Theirs and yours,
JACOB RIIS.

Miss Georgine Faulkner had been delegated to compile a list of games involving strong action, and her classified list we give, with her introduction, as follows:

So much has been said and written by the educators of all ages and times upon the subject of children's games, and the importance of play in the education of the little child, that it is needless to speak further today upon the subject of games. But there is one thing which seems most necessary, and that is that children should have some one older to help in the game circle—not that the game should be dictated and controlled by the adult, but it should be supervised, so that order and peace should prevail. If in the early Greek days we find Plato declaiming "That the children ought to come together at the temples and play under the supervision of nurses, who are to take cognizance of their behavior," how much more should the children from the crowded city street, gathered together in schoolroom and playground, need the assistance of some trained teacher, who has not forgotten what it is to be a child, and can play with children as a companion and friend.

Games of Imitation.—"Did you ever see a Lassie," Welcome Little Travelers, Follow the Leader, motions, statuary. Play—cars, boats, fire engines, etc.; horse, bear, other animal games; skating, snowball, snow-man, etc. In fact, all animate and inanimate life, and all the industries of life, are imitated by little children in their games. As Mr. Harris says: "The child in his games represents to himself his kinship to the human race, his identity as little self with the social whole, as his greater self."

Miss Blow tells us in "Symbolic Education" that "a cursory glance at the games contained in the Mother Play will show that in

general they embody experiences which it is easy to supply to children the world over." An occasional morning spent in the country will furnish incitement for all the nature plays; for the family, state, and church plays the ordinary experiences of child-life give sufficient occasion. Visits to the farmer, miller, baker, carpenter, joiner, and wheelwright will supply the point of departure for the labor plays." And so in the kindergarten we have many games developed from Froebel's Mother-Play Book; the symbolic games of nature, dramatized by the children; the garden-bed, flowers, caterpillar, and butterfly; the fish, frogs; the many bird games, all hold an important place upon the list of kindergarten games.

Family Games.—Mother, father, children; finger-family; games of housekeeping and home industries—washing, ironing, sweeping, dusting, etc.; family festivals and celebrations; birthday parties; going to grandmother's for Thanksgiving Day; games of Christmas; Santa Claus games, children as toys.

Trade Games.—The farmer, miller, baker, woodman, carpenter, joiner, wheelwright, miner, blacksmith, target-maker, shoemaker, tailor, or any one of the great industries of the world of trade, may be dramatized by the children, and can be more or less active in character (these games should be so dramatized that all the children may take part, for nothing is more disastrous to the general order of a game circle than to have a few children actively interested in a game while others have to be merely onlookers.) To again quote, Miss Blow says: "The aim of the labor plays is to stir in the child's mind some presentiment of universal service, some sense of his own obligation to serve." Can we then as kindergartners do better than to allow our children the privilege of playing these games of service?

State Games.—The Knights, three-act drama given by Froebel in Mother Play, and presenting to the child a high ideal of manhood, approval of the right and disapproval of wrongdoing. Patriotic games, marching games, military drill, soldier boy, brass band, torchlight procession, etc., as dramatized by the children.

Sense Games.—Sight, feeling, hearing, smelling, tasting.

Ball Games.—Throw ball, toss, bound ball, tag ball, pass ball, kick ball, dodge ball, school ball (teacher), hand ball, corner ball, ball in hole.

Bean-Bag Games.—Bean-bag, circle, tossing into board, bean-bag passing down line, bean-bag games like many ball games, bean-bag or ball race (like potato race.)

Organized Ball Games (for older children): Baseball, basket ball, football, bowling, marbles, tether ball, tennis (ping pong), golf, croquet, hockey, cricket, La Crosse. (Games which require extra equipments), quoits, ring toss, target games, bowling, billiards, pool, etc., krokinole, checkers, dominoes, and the many puz-

zle games, sliced animals, birds, boats, engines, etc. In fact the hundreds of games seen in a Christmas toy shop may be used by older children on the playgrounds.

Games of Rhythm.—Skipping, walking, jumping, dancing in time to music; and dancing games, as—Come, my Partner, Dance with Me; Let Your Feet Tramp; Bluebird; Come Thru the Window; Maypole dancing; Virginia Reel, and Dan Tucker, played with older children.

Many of the old traditional games with which we are all familiar portray courtship, love, and marriage, as Oats, Peas, Beans and Barley Grow; King William was King George's Son; A Duke he went a Wooing, and Little Sally Waters Sitting in the Sun, have been used in the kindergarten and on the playground, but it seems best to eliminate the kissing stage and substitute a dance or skip when the fortunate one is selected.

Miss Blow says: "Undoubtedly instinctive and traditional games furnish the material which may be transfigured into truly educative play."

Games of Pursuit.—Tag, running, skipping, walking, Tag-cross-tag, Wood Tag; Three in a Row (three deep), squirrel games, Pussy Wants a Corner, Blind Man's Buff, Hare and Hounds, Chalk the Arrow; Run, Sheep, Run; Still Pond, No More Moving; Pom-pom, Pull-away; Fox and Geese, Prisoner's Base, The Catch of Fish (Nets coming), Hide and Seek (I Spy).

Race Games.—Relay races—walking, running, skipping; potato races, picking up three potatoes or balls and returning them; club race, sack race, etc.

Miscellaneous Games.—Button-Button, Hide the Thimble, Leap Frog, Hop Scotch, Duck on the Rock, Going to Jerusalem, London Bridge, Drop the Handkerchief (Itisket, Itasket), Mumblety Peg, Five Stones or Jackstones; weaving game, called also darning game, Ring Around the Rosie, Lads and Lassies out A-walking.

Plato foreshadows Froebel in demand for the regulation of play by music.

"From the first years," he says, "the plays of children ought to be subject to laws; for if these plays and those who take part in them are arbitrary and lawless how can children ever become virtuous men, abiding by and obedient to law? If, on the contrary, children are trained to submit to laws in their plays, the love for law enters their souls with the music accompanying the games, never leaving them, and helps in their development."

REFERENCES.—"Games and Songs of American Children," William Wells Newell; "Gymnastic Games" (classified), by E. H. Arnold; "Games for Schools and Gymnasias," W. C. Schaefer, "Gymnastics," W. A. Stecher (text-book of German-American Sys-

tem of Gymnastics), "Symbolic Education," Susan E. Blow; "Mother Play Songs and Games," Froebel; Eleanor Smith's Song Books, I-II; Mrs. Gaynor's Songs for Children; "Singing Games," Mari Ruef Hofer. (The editor would add to this list "Graded Physical Exercises," by Bertha L. Colburn, published by Edgar S. Warner Publishing Co.; also Forbush's "Boy Problem," and an article in the *Educational Review* for December by Joseph Lee, on "Playground Education."

MAY SONG.

HENRY A. JEFFRIES.

HO for the woods! now, children,
Ho for the meadows gay!
Upon this radiant morning
We go to greet the May.
She comes with flowers laden
And strews them where we pass,
The bluebells and the daisies,
For every lad and lass.

Each girl shall be a May-queen,
Each boy shall be a king;
Now let your shouts and laughter
Make all the woodland ring.
Go hand in hand together,
Sing some sweet songs you love,
To mingle with the birds' notes
And cooing of the dove.

Weave garlands of the blossoms,
And crown each little maid;
Fill all the hours with gladness
Until the day shall fade.
Still let your hearts be merry
While on your homeward way;
Not yet for you the knowing
"It is not always May."

TWENTY KINDERGARTEN TRAINING SCHOOLS.
WHAT THEY TEACH AND HOW AND WHY—ALSO
REPLIES OF LEADING KINDERGARTNERS
TO IMPORTANT QUESTIONNAIRE.*

VIRGINIA E. GRAEFF, CLEVELAND.

VII.

GRADED WORK. *a.* Do you feel the necessity for more definite grading in kindergarten practice for gift, occupation, song, story, and game, so that the child of three and four years may have his rightful share in the kindergarten thought as well as the child of five and six years?

We begin this subject with the following excellent and philosophic answer:

I think it desirable for each grade (the very young and the older children) to have time when stories, games, and songs are given separately, and also that there should be other times when all are together, that the older children may be in sympathy with the younger, and see their own past stages of development, and that the younger may see a higher ideal of attainment.

Definite grading would simplify many kindergarten problems.

8. *a.* The necessity has been felt for more definite grading in the kindergarten, and this has been met in many cases by having separate rooms when possible for the youngest children, and having separate game circles, all coming together for only a few minutes each day, or on alternate days.

8. In the gift and occupation we have graded the children to a certain extent. But where there are only two kindergartners to forty or fifty children we cannot do it very thoroly. But I have often felt that the story as well as the song were too difficult for the little people to grasp, and have often wished that they might be graded in that work.

8. *a.* I do feel the necessity for grading the work in songs, stories, and games on account of the younger children. There is not so much difficulty about grading gifts and occupations, as I have assistant teachers. Our little ones do get simpler games, songs, and stories on this account, but I should prefer a separate room for them, and thus increase the work graded for them alone, altho I would have them with the older children sometimes.

8. *a.* Yes. It seems desirable that the children should be

*Continued from the April number.

graded according to their *stage of development*, but I would also have a coming together for group work. I feel that the youngest children should have much more freedom and simpler work in gift and occupation, and the songs, games, and stories should be specially selected with reference to their stage of development.

One reply is an affirmative only. The following answers show another point of view:

8. *a.* We have always tried to grade our work so that each child might receive what he needed.

During most of my experience I have been able to grade the children as their needs required.

Occasionally, but not as often as when I had children of three and six years.

8. *a.* I do not believe in grading except for the table work, and occasionally for games. I shall always, when possible, have the three and four-year-old children in a separate room, when their periods will be no longer than ten or fifteen minutes, and the work given them very varied—stories, games, songs, marching, etc., added to table work or alternating with it, as the children show any signs of fatigue. I like to have them all together for our work in rhythm—morning exercises, marching, and dismissal.

a. I have not felt the necessity for more definite grading. The older children help the younger ones to grasp the story and song. The games act interchangeably, the older ones joining in the games for the smaller ones and the older ones helping the younger to play theirs. I don't believe it a good plan to make the grading definite, as it oftentimes gives rise to a feeling of superiority on the part of the older ones if emphasized very strongly.

I feel that, as a rule, the three-year-old child better not be in kindergarten, unless it be a small private kindergarten with plenty of outdoor work and assistants for individual work. Also, that at six the child is ready for the connecting class, or simple first grade. This leaves only the four and five-year-old children, and the director can easily adapt her work to these two classes, and the two grades of children are a mutual help to each other.

The children in a public school are more carefully graded than in a private school, an age limit being observed.

Four grades we think all that are necessary for table work. Our songs, games, and stories are planned to interest all children, from youngest to oldest.

No. Do not desire to see the work graded. It must answer the spontaneous development of the child.

THE QUALITY OF HUMOR IN SONG, STORY, AND GAME.—I. Besides the Neidlinger song books, can you suggest any music, either

instrumental or vocal, appropriate for kindergarten use, in which humor is found?

Under the first question the following suggestions are given:

"Instrumental Sketches," compiled by Mari Ruef Hofer; "Music Reader," compiled by Mari Ruef Hofer; "The Surprise," and several other songs whose author, or where they may be found, I do not know.

"Reinecke, Mother Goose;" "Brownie Songs;" Brownie and Goblin music to illustrate a story, jigs, and dances.

"Mother Goose Songs Without Words," by L. E. Orth.

The quality of humor is found not only in the Neidlinger songs for children, but in some by Reinecke, in "Mother Goose, or National Nursery Rhymes," set to music by J. M. Elliott; in some of the St. Nicholas songs, and also in the Eugene Field collection.

Music descriptive of animals and nature, such as found in Mari Ruef Hofer's "Music for the Child World."

The "Brownie" song in the Gaynor book, and some music in Mari Ruef Hofer's "Music for the Child World."

I can think only of one song outside of the Neidlinger song book, and that is "The Little Gardener" in the Knowlton book.

Instrumental music in Miss Hofer's new book.

"Mother Goose."

One answers in the negative and two others write as follows: "I can give no suggestions except stray numbers," and, "besides the two Neidlinger books, I can suggest no books in which humor is found."

Another correspondent writes:

I know of no song book that suggests humor. L. E. Orth's group of "Songs Without Words, Founded on Mother Goose," comes nearest to being musical; on second thought I remember that "The St. Nicholas Song Book" contains bright, laughable songs as well as many exquisite things.

The following statement seems to be in touch with the quotations which follow it:

I think humor is lacking in both song and story. I find humor in children an exceptional quality, and I find it lacking in grown people.

I do not. Our children enjoy the Neidlinger songs, but I doubt if they appreciate the humor in them. Two different sets of children laughed heartily at the phrase, "And kissing all the children as they run along the street" in the "Snow Song" in the Hill book. But that was several years ago. I have watched for

it and never had it occur again. My children seem to laugh when anything is very pleasant to them, or at any sudden sensation.

We close this section of our subject with the following answer:

I heartily approve of the humorous side being brought to the children. There is not half enough fun given. I haven't given many songs or stories, yet have tried to bring in some incident that will give this phase. The children have sung some of the Mother Goose melodies and we have always made the most of them when brought in by the children in that way. I shall endeavor to make that a point toward which to work.

2. Name any stories appropriate for kindergarten use in prose or poetry, besides the writings of Mrs. Wiggin, Miss Nora A. Smith, and Miss Poulsson, in which you have found this quality.

Our first answer gives the following suggestions:

In stories, one or two by Miss Wiltse, as "The Untidy Cat and the Neat little Mouse"; in Peter Newell's "Pictures and Rhymes"; in the poems of James Whitcomb Riley, a few of which might be used, and in poems of Robert Louis Stevenson's "Child-Garden of Verses," etc. (e.g. "The Gardener"). I think a few of the "Father Goose" jingles might be appropriately used, also "Baby Goose" as well as "Mother Goose"; also story of "Chicken Little" in *KINDERGARTEN MAGAZINE* for June, 1899. In pictures, this quality is found in some of the poster effects made by Mrs. Lucy F. Perkins (sold by Prang Co.), such as "Dance to your Daddy," "One Misty, Moisty Morning," etc.

Another correspondent adds to the above list:

"Uncle Remus' Stories," "Three Pigs," "Three Bears," "Chicken Little," Grimm's "The Traveling Musicians," many fairy stories, Brownie and animal stories, Indian and other legends, some of Stevenson's, Eugene Field's, and Whitcomb Riley's, etc.

We again read from another correspondent:

"Araminta and Arabella," some of the old folk stories, Mother Goose, some of Stevenson's and Field's poems, and a few of Frank Dempster Sherman's poems.

We quote four other answers:

They seem amused always at animals, some animal stories and pictures produce laughter. Rhymes amuse them, and repetition, such as in the story of "Henny-penny."

"Little Gray Pony," by Maud Lindsay. "The Monkey and the Tam-o-Shanters."

Some of Miss Alcott's.

"The Monkey and the Peddler." Others which I do not recall at this moment.

"Johnny and his Sheep."

Three kindergartners cannot add to those already given; two of these say they feel the need of such stories.

TIME LIMIT.—Mention the time limit you follow in giving kindergarten exercises, gift, occupation, song, story, games, morning talks. This is our tenth and last question. There seems to be a sufficient variety in the time limit and division of subjects:

One hour for morning circle, which includes songs, some games, morning talk, and story. Twenty minutes for gift work and same for occupation. Fifteen minutes for marching and rhythmic work. Fifteen minutes before closing for games. Fifteen minutes for putting on wraps and closing exercises.

We divide the morning into periods of about twenty minutes.

Twenty to thirty-five minutes.

Morning talk, songs, and story, thirty minutes; marching and exercises, fifteen minutes; gift, thirty minutes; lunch, ten minutes; games, thirty minutes; occupations, thirty minutes.

There has generally been a half hour set aside for the different periods of work in our kindergartens, but I have never adhered very closely to such a division of time. According to interest and strength of children the time varies from ten minutes to half an hour or more.

The gifts, occupations, and games occupy about twenty-five minutes; songs, stories, and morning talk, with some work in rhythm, occupy about forty minutes all together.

Gift, thirty minutes from beginning of lesson to time to put away material; occupation, twenty-five minutes; song, twenty minutes; story, ten minutes; games, twenty-five minutes; morning talk, fifteen minutes.

Gift, twenty minutes; occupation, twenty minutes; songs, story and morning talk are combined, and last thirty minutes; rhythm work, twenty minutes; marching and games, twenty-five minutes; the remainder of time is taken up with preparation for recess and dismissal, recess and luncheon.

Song, story, and morning talk, thirty-five minutes; games, thirty minutes; gifts, thirty minutes; occupation, thirty minutes.

We divide the session approximately into one-half hour periods: morning exercise, gift, occupation, circle, etc.

Gifts, fifteen to twenty-five minutes; occupation, twenty to thirty minutes; songs, ten to fifteen minutes; stories, five to fifteen minutes; games, twenty to thirty minutes; morning talk, fifteen to twenty minutes; free play, ten to fifteen minutes.

Morning exercises, 9 to 9:30; marching and activity, 9:30 to 9:40;

gift lesson and putting gift away, 9:40 to 10:10; games, 10:10 to 10:30; occupation, 10:30 to 10:55; dinner, 10:55 to 11. Morning talk, ten minutes; morning songs, ten minutes; story, five to ten minutes.

Morning talk, twenty minutes; gifts, thirty minutes; occupations, thirty minutes; games, thirty minutes; song and story, twenty minutes.

Gifts, thirty minutes; occupations, thirty minutes; games, thirty minutes; morning talks, thirty minutes.

My division of time is as follows: Introductory work with the various groups at tables, 8:45 to 9:00; rhythm circle or dramatization and creative musical work, 9:00 to 9:15; circle with chairs, morning songs, talks, stories, dramatization, etc., 9:15 to 9:45; march, skipping, running, etc., 9:45 to 10; work at tables, gift, etc., or household work and free play, 10 to 10:30; games, usually for physical relaxation, ring games, games of skill, and ball games, etc., sometimes closing with a lunch, 10:30 to 11; work at tables, usually occupation work, including clay, sand, painting, and work with outside materials, 11 to 11:30; rhythm and short story on circle, 11:30 to 11:40; getting wraps and good-bye songs and bows, 11:40 to 12.

Our first period consists of blackboard work, large blocks, or some such work as raffia, cord work, sewing without needles, etc.; work that has much repetition in it so as to develop skill. This period is twenty minutes.

Second period, one hour: skipping, stories, games, morning talk, always beginning and ending with some vigorous skipping or game, in which all the children participate.

Third period, thirty minutes, including the time it takes the children to get the work out and put it away: gift or occupation on alternate days.

Fourth period, ten or fifteen minutes: free play with balls, bean bags, toys, dolls, reins, each child playing what he chooses.

Fifth period: lunch with preparation and clearing away, twenty-five minutes.

Sixth period, twenty minutes: rhythmical arm and trunk exercises connected with our whole program, and rhythmical games.

Seventh period, ten to fifteen minutes: picture books, stories at the table, conversation, free gift, free play with odds and ends, such as shells, spools, pebbles, dominoes, picture puzzles, etc.

THE ANSWERS OF THE FOREIGN KINDERGARTNER.

We have placed apart from the other papers the answers of Mrs. Alida E. de Leeuw. This has been done for the purpose of contrasting the methods of the foreign kindergartner with our own. Mrs. de Leeuw, in the Cleveland public schools, has had

freedom to carry out her own ideas, and make many interesting experiments. The five questions under

GIFT AND OCCUPATION are answered as follows by Mrs. de Leeuw.

It seems to me impossible to answer this question at all adequately in a few lines. Generally speaking, in whatever we undertake with the children it seems all important that we should remember Froebel's reiterated injunctions against "active, prescribing, directing, interfering tuition or instruction," which he says must necessarily destroy, obstruct, suppress (Ed. of Man 135, German edition), and that he says further: "That it (plaything i.e. gift and occupation material) must serve the child to manifest his inner life, to make his connection with the outer world stronger, and to mediate his realization of both, as well as that play is the highest level to which the child develops at this period.

b. Number and form, as well as design, enter into almost every imaginable use of kindergarten gifts and occupations, but any emphasis laid on these should be incidental to the game or free play; the younger the child the more anxiously should we avoid all deliberate instruction. Curiously enough, however, the very simple "conceits" that children love offer a very large scope for incidental emphasis of this kind.

c. I do not use all the gifts and occupations, and take up a limited number each term. Some I use all thru the year, and as frequently as circumstances allow; these are modeling (play with sand), drawing and color work, and the building gifts. Sticks and tablets I use sparingly because of the difficulty of handling, especially if accuracy is to be insisted on.

I use the largest material that is available, but I find modeling of large forms to be difficult for the little hands.

I supplement the gifts with nature work as much as possible, and encourage the children to bring their own materials. We do constructive work with outside materials, and greatly encourage the application of the Froebel principles to home materials, gladly welcoming, but carefully recognizing, evidences of assistance from the bigger ones at home. We do basket weaving, using raffia as well as string from lunch boxes, etc.

HOUSEHOLD WORK.—Under household work we read:

We have a short daily period devoted to household work: dusting, caring for plants, etc., and the children wash their lunch plates after lunch.

Our next answers group themselves under the three subdivisions:

STORY, SONGS, AND GAMES.—The language of many songs seems to be above the child's comprehension as far as the actual words

are concerned, but the purpose and the spirit need not be; whether the stories are depends almost entirely on the power of the kindergartner to adapt herself to her audience. Many songs are a failure with children because time and rhythm are beyond them. Those that come nearest to the typical German folksong are always the most successful.

I find the Knights as typically good men and true are apprehended by most children. In fact, every story has one or more aspects, which brings it within the child's horizon, provided the kindergartner understands her little people. I have often found it necessary to divide the morning circle for story or talk so as to make it profitable to the largest number. We play tournament games, act Cedric, etc., but do not play the Froebel Knight games.

We play Froebel games, race games, games of skill encouraging striving for a common ideal, not for individual victory. We especially welcome any game which the children invent or introduce. We dramatize stories, and everywhere allow as much motor expression as possible.

NATURE WORK.—We use nature materials and make natural objects as prominent as possible in our program.

We have no garden except growing window plants, and only visitor pets, simply because circumstances do not allow it to be otherwise.

PICTURES.—We have a few framed pictures permanently on the walls, then a large number of unframed ones mounted on cardboard, which we put round, varying with the subjects and the seasons. Further, thru the kindness of a friend, we have a loan collection of pictures which visit the kindergartens one by one at irregular intervals, thus serving also as tests of the mental alertness and artistic appreciation of the children. We welcome, and, if necessary, solicit comments on these and other pictures in the room.

BLACKBOARD.—We use the blackboard continually. The kindergartner uses it for drawing seasonal pictures or special illustrations of the subject of the week, for giving "directed drawing," for illustrating stick games, tablet designs, sewing, in fact it is used whenever it may help to make things clear and widen the child's mind. The children use it for free play before we begin our morning's proceedings, and have besides large blackboards for drawing at the tables.

DRAWING AND COLOR WORK.—"What place do drawing and color work occupy in your program?"

A very large one. The children have free play with brush and pencil, but when given the choice, they invariably prefer to have the kindergartner work with them.

GRADED WORK.—It seems to me that there is sufficient provision for the grading of kindergarten practice in every direction. I am afraid of too much, rather than of too little, in that direction. It lies with the kindergartner to discern the stages and necessities clearly.

THE QUALITY OF HUMOR IN SONG, STORY, AND GAME.—I cannot suggest any books where humor of the kind that little children can appreciate is to be found. I pick up isolated instances wherever I can. As far as humor in stories is concerned, *that* seems to depend almost entirely on the attitude of the teller.

TIME LIMIT.—We have twenty to twenty-five minute periods; but since these minutes are of necessity not by any means spent in unbroken concentrated effort, I could, without fatigue to the children, spend a longer time with profit and pleasure on the same game or occupation.

(To be concluded in June number.)

THE BELLS OF SPRING.

ALICE MAY DOUGLAS.

WHY does it take so many bells
To tell that spring is here?
They're hung by scores upon the trees
And on each shrub appear.

While every little plant declares
That it must have a bell,
And every spear of grass hangs one,
Blue dipped in yonder dell.

They're purple on the liverworts,
White on the cherry trees,
Yellow on cowslips, pink and white
On the anemones.

Their songs, altho so different,
Together sweetly chime,
For all were tuned to greet the ear
Of the Lord of the glad springtime.

A MAY-DAY PROGRAM.

MAYPOLE SONG—FOLK GAMES AND PASTIMES.

IT is interesting to observe that tho on the one hand modern man seems bent upon concentration in large cities for business ends, there is awakening at the same time a renewed appreciation of nature and her simple, wholesome joys. With the balmy air of spring, the flowing of the sap, the return of the birds, the renewal of life in earth, air, and stream, so intense this feeling grows that we find ourselves panting for wood, stream, and meadow where we may leap and dance and sing our joy.

It is in March that this feeling stirs the children of Greece and southern latitudes, and in April China celebrates her "clear weather" festival, while in Sweden May-day is the only real gala day the children know. In Germany and England, too, nature's call becomes most urgent in May, which is one of the most charming of months, and accordingly in America, in the past, there have been more or less feeble attempts to celebrate May 1 with dancing round a queen on the greensward. It is a happy custom, and one worthy of revival, tho in America we would do well to remember Hosea Bigelow's sensible words:

O little city gals don't never go it
Blind on the word o' noospaper or poet.
They're apt to puff, and springtime seldom looks
Up in the country ez it dooes in books.

This makes them think the first of May is May,
Which 'taint, no matter what the almanacs may say.

So reasonable is the above rhyme that it is, perhaps, the part of wisdom to postpone the day of celebration from the first to a later day of the month.

The following program for such a merrymaking has been suggested, which we preface with a brief résumé of the May-day customs in England. The origin is referred back to nature worship, certain observances still obtaining in Ireland and other countries connecting it with Druidical sun-worship, and even further back, with the Roman Flora and the Phœnician Baal.

The early English custom was to rise before daybreak and, seeking the woods, return laden with boughs and blossoms for

decoration, the young maidens being especially interested in gathering May-dew, valued as a face wash. The making of May-baskets, and hanging them secretly at the door of the beloved, was another pretty custom.

Little by little mirth-making characters were introduced into the May festival. One of these was "Jack in the Green," the "green" being a wicker cage, green with boughs, and a clever "Jack" within to make fun for the multitude. A May queen, a May king, "Robin Hood and his Merry Men," also in turn took part, playing all sorts of mad pranks. In time the simple merrymaking grew to such wild license that its celebration was prohibited by order of the Rump Parliament. In 1583 the Maypole was even spoken of as an idol. This paragraph from a sermon of Cranmer's to King Edward VI shows how it had taken hold of the people:

Coming to a certain town on a holiday to preach, I found the church door fast locked. I taryed there half an houre and more, and at last the key was found and one of the parish comes to me and sayes, Syr, this is a busy day with us, we cannot hear you, it is Robin Hooode's day; I pray you let them not. I was fayne therefore to give place to Robin Hooode. I thought my rochet would have been regarded, but it would not serve, it was faine to give place to . . . men.

Two quite different kinds of workers have celebrated May-day as their particular holiday in England. The chimney-sweeps would, on that day, adorn themselves with all kinds of cheap frippery, and with the implements of their trade, and making all kinds of antics, seek from door to door for donations. On the same day the pretty milkmaids, dressed in their best, would call upon their customers for tokens of good-will. The milk-pail would be decorated with all kinds of borrowed kitchen and dining utensils, cups, spoons, mugs, etc.

With this bare preliminary we give the following program outline.

PROGRAM.

1. Prolog or poem.
2. May-day Song or Chorus—all.
3. Recitations.
4. Original poem, reviewing May-day customs and introducing characters.
5. Folk Song and Game by the younger children—third and fourth grades.

6. Milkmaids and Song—fifth and sixth grades.
7. Maypole Dance. This should be a fresh group, the girls dressed prettily, and girls in tissue paper, mob caps with streamers—seventh grade.
8. Entrance of Robin Hood and his Merry Men; Tinkers' Chorus—seventh and eighth grades.
9. Robin Hood games and pranks.
10. Other groups of Merrymakers, with appropriate games.

For the prolog see the poem of that name by Milton. The references for the other plays and songs will be given at the conclusion of the article.

This old English folk game is supposed to symbolize the conflict between summer and winter.

ENGLISH MAY-DAY FOLK GAME.

Here we come gathering boughs in May,
 Boughs in May, boughs in May,
 Here we come gathering boughs in May,
 This cold and frosty morning.
 Who will you have for your bough in May, etc.
 We will have Mary for our bough in May, etc.
 Who will you have to pull her away, etc.
 We will have Katie to pull her away, etc.

Directions for playing. The children form in two lines of equal length facing each other, with sufficient space between to admit of their walking backward and forward. The two lines sing alternating verses, marching as they sing. At the end of the fifth verse a handkerchief is laid on the ground, and the two children matched against each other join right hands and endeavor to pull each other over. The child pulled over is the captured bough and joins the side of capturers. The game is then again started by the victorious line. This is repeated until all have been chosen.

The word boughs is also interpreted "knots," and in its corrupt form, "nuts" in May. The words are chanted to the well known air of the "Mulberry Bush."

The words for a dance round the pole are as follows:

MAYPOLE DANCE.

We twine our flowers and ribbons gay,
 In happy wreathing circle;
 We greet again the merry, merry May,
 With springtime's joyous chorus.

Chorus. Dancing, singing,
 Wreathes and ribbons gayly swinging,
 Glad greetings bringing,
 To this merry, merry time of May.

This is to be sung to the music of page 40 of "Singing Games Old and New," and makes an appropriate singing rhyme for the

dancing step of the Maypole circle. The pole can be wound in simple figure of an inner and an outer circle going in opposite directions. After this the more difficult weaving figure may be attempted.

In Vol. XIII of the KINDERGARTEN MAGAZINE, page 477, will be found Miss Vandewalker's article on "May Day as a Kindergarten Holiday," with more detailed suggestions for pole decoration, dancing, etc.

The following ideas based upon the Robin Hood story should give opportunity for a very picturesque and merry entertainment.

ROBIN HOOD TRADITIONS.

Characters introduced into the old time May festival from Robin Hood. Robin Hood and Maid Marian, Friar Tuck, Will Scarlet, Will Stokesby, Little John, Tom the Piper, Tinker, and a Fool. These are dressed in appropriate costume, with the exception of the Friar and the Fool, in green cape and pointed hat and cock's feather. In the same order the men carry long bows over their shoulders, the Fool in cap and bells, the Tinker a few old tins strapped from the shoulder and soldering iron in hand. Besides this group, about a dozen of the "merry men" can be introduced in green dress, carrying long staves. Maid Marian should be dressed in pink and green, carrying garlands. Their appearance should be made in a lively and animated manner, with blowing of horns. On entrance the "Tinkers Chorus" from DeKoven's "Robin Hood" may be sung. Afterward appropriate games may be played, archery, fencing with staves, leaping, vaulting, throwing quoits. In the meantime various pranks and quips are being practiced in the crowd, for which Robin Hood and his "Merry men" were noted.]

For another band of merrymakers a group of girls with wand or broom exercises may be introduced, as housemaids, chimney-sweepers, or street sweepers. The various crafts and guildsmen were introduced into these festivals. The modern game of Bell Cycle could be used with good effect by a group of girl players.

References for Poems: May, R. M. Alden, "Lovejoy's Nature in Verse"; F. D. Sherman, "Little Folks Lyrics"; Celia Thaxter's Poems; "May Queen," Alfred Tennyson; "May Evening," W. C. Bryant; selections from Chaucer.

May-Day Pastimes: "Popular Antiquities," Brand; "English Sports and Games," Strutt; "Curiosities of Popular Customs," Walsh; Chamber's "Book of Days," Vol. I; "Study of Folk-Songs," Countess Evelyn Martinengo-Cesaresco.

Those who wish a suggestive program for May-day songs, occupations, and games for the kindergarten, will find one in Vol. XI of the KINDERGARTEN MAGAZINE, page 615.

A PRIMER OF VOCAL MUSIC.

PART I.

SONGS FOR IMITATIVE PRACTICE, AND FOR THE OBSERVATION AND STUDY
OF MUSICAL ELEMENTS.

The Dairy Maids.

James Slocum, by permission.
Allegretto.

Old English Tune of Milking Pails.

1. Ev - 'ning light on the pas - ture land, Twink - ling, twink - ling;
2. Cow - bells ring - ing a sleep - y chime, Tink - ling, tink - ling;
3. Sweet and warm is the milk we take, Ev - ery morn - ing;
4. Mak - ing but - ter's the best of fun, Churn - ing, churn - ing;

Down we go with our pails in hand, Ma - ry, Mol - ly and I. . .
While we call o'er the meadow thyme, Ma - ry, Mol - ly and I. . .
When the chil - dren be - gin to wake, Ma - ry, Mol - ly and I. . .
Oh! we're sor - ry when summer's done, Ma - ry, Mol - ly and I. . .

(9)

From "A Primer of Vocal Music," Modern Music Series.
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The thought of the Dairy Maids' song may be acted out with charming effect. The maids, equipped with sunbonnets and pails, come in swinging their pails and looking mischievously at each other at "Mary, Molly and I." Second verse, nodding sleepily, raising the hand to the mouth as in act of calling, etc. Third verse, kneeling on one knee as in act of milking, rising, yawning, and rubbing eyes, etc. Fourth verse, churning, accelerate time. Slower, regretfully, nodding to each other, swinging pails and retiring.

EDWARD HOWARD GRIGGS AND EDUCATION.

DR. EDWARD HOWARD GRIGGS delivered an illuminating lecture, on the subject of the "Influence of Parent and Teacher in Moral Education," on Friday, April 11, under the auspices of the Chicago Kindergarten Club.

It was a rich experience for the large and appreciative audience that had gathered to hear him. What he has to say is given with a rare ease, simplicity, sincerity, and directness. His message is a wonderful blending of practical wisdom with a splendid idealism. Some of the helpful points made by Dr. Griggs were as follows:

Moral conduct cannot be dissevered from conduct in general. We are beginning to realize that all human conduct is moral. Tho in times past two different meanings have been assigned to the word law, separating the laws of nature from the edicts of the legislator, we recognize now that every natural law becomes moral in relation to human conduct. The moral laws are implied in the nature of life.

There has been a misconception also as to what constitutes goodness. That is not moral goodness which is simply a negative avoidance of evil, which is as often the result of cowardice as of goodness. To call that goodness is to misuse a noble word. By goodness we mean something positive. We should realize that character means *loving, willing, doing* what we think is best. It is important to educate a positive goodness that will stand with truth and right when unpopular.

We must reconstruct the conditions of influence which create character. The teaching of ethics is not the most important element in moral education, for those who may know do not always choose the best. There are two factors in moral conduct: first, falling in love with, and, second, *willing* the best. Children resent being preached at tho they are willing to be talked with.

In thinking what built one's own character we find of elementary importance the contact with the fundamental principles of human life. Nature is constantly building life. The farm and country, with their rational activities, teach the child that to live we must serve. These elementary activities afford an important element of character culture. Such we find to be the case

with the simple, courageous lives of the Breton fishermen, as portrayed by Loti. We shield our children too much for their moral development.

2. The child is a citizen of the state. He is molded by the form of government under which he lives.

3. By the institutions of organized life, the two social organizations of home and school.

4. By the supreme element of one or more individuals of strong personal influence. This is largely true, because children are imitative to a degree which appalls us. Also, because the child world is a personal one. The child is unconscious of principles and laws and institutions as such, but knows the judge, the policeman, etc., who mediate between him and the institutions under which he lives. This crowning influence of personality makes the question of playmates an important one. But it is the business even of the young child to learn not to let evil communications corrupt. There is as much, if not more, danger from evil associates among the children of the wealthier classes as those of the slums. The only safeguard is to train the child to choose the good while not allowing him to become a moral prig.

Again, the influence of the adult is often bad. The child is likely to be treated in accordance with the adult's whim rather than the child's welfare. The child two or three years old is like a soft, downy chicken, attractive to all, and receiving much admiring attention at a time when he ought to be left alone, unspoiled, to vegetate. Then comes the age between that of the downy chick and the grown hen, when he is uncomfortably conscious of hands and feet, awkward, ugly, unbalanced, and now receiving neglect and unsympathetic treatment, just when he most needs comradeship and sympathy. The two conditions should be reversed.

While in many homes the child receives beautiful, wonderful, devoted, and intelligent care, in many the reverse is true, whereas even the worst school is taught by people who are above the average. The most consecrated of people, as a body, are the teachers, but one-half of the public school burden is that left unfinished by the homes.

In analyzing a potent character like that of Lincoln we find the fundamental elements of his influence are his sincerity, his uncompromising justice and love. Sincerity is character. Neither

teacher nor parent should assume to be moral models; it makes too great a strain and often induces hypocrisy. The child ought to learn that neither teacher nor parent is infallible. Lasting harm has come to a child from the sudden realization that his parents could do wrong.

If a mistake has been made, the only safe thing is to acknowledge it. The best thing that can happen to one is to be found out, even if it means losing your place; better lose your place than your soul.

The same applies to the problem of justice. If you have been unjust, the only safe thing to do is to apologize. The child is an uncompromising rationalist. Hence there must be no favoritism, for he does not understand compromising. Justice may be represented in the court house as blind, but not in the schoolroom. How can we be just if we do not respect persons and personalities?

The modern idea regards the criminal as a gangrene of the social system, to be cured or amputated, and so the great element in home and school punishment now, also, is reform.

We long ago gave up the idea of patent medicines—the same cure for the same illness in all people—and should give up the idea of a patent remedy as punishment, giving the same treatment to a dozen children. How is it possible to give right medicine unless we see conditions from the inside? The boy of good home-training influence who deliberately does wrong certainly requires different treatment from the boy who does, perhaps, the same thing, but who comes from a place such that it is ineffably dignified if given the name “home,” and whose experiences have led him to think that every man’s hand is against him. The first needs to learn the lesson, that if he does his best all will help; if not, the order of the universe will rise and smite, for the one rule of that order is “obey.” Obedience comes first, rational freedom later.

The old education sought to suppress reason and break the will. We want all the will we can cultivate balanced by strong reason.

If a child impudently corrects the mistake of an adult, the parent or teacher must be strong enough to say, “I am sorry,” and then take up the other side, correcting the impudence, and showing that because I reverence you as a human soul I will help you

to the best life you can achieve, thus winning the child's respect for your truth, and leading him on thru reverence for personality over to reverence for the law of God and the universe, that law which is infallible. The child will reverence one who he realizes is working for his greater welfare.

But justice without love is cruelty, and love without justice is sentimentality. The most difficult thing to teach is love. The way to teach love is to wear the garment of courtesy. Children need all courtesy and we need to express it.

Any thoughtful teacher and conscientious parent is often depressed with a sense of great responsibility, but there is this comfort for us at such times. We teach children and older people, not only thru what we do, but by what we aspire to do.

In the serving of great ideas there is a contagion of spirit. We are building, not negatively, but positively, in harmony with the order of the universe, which is an expression of the will of God.

PRESS TRIBUTES TO FRANCIS W. PARKER.

BOTH *Unity* and the *Outlook* have expressed their appreciation in warm, just, discriminating words—and the different educational journals have given columns, either to biographical sketches, editorials, or tributes from friends and distinguished educators.

The *Journal of Education* contains in its March 27 issue, appreciative statements from thirty-five well-known principals and superintendents, including John Dewey, Aaron Gove, W. T. Harris, Sarah L. Arnold, Thos. Balliet, Florence Holbrook, Kate S. Kellogg, Henry Sabin, and others.

Our border neighbor, the *Educational Journal* of Western Canada, has an appreciative editorial.

Two numbers of *The Intelligence* contain memorial articles, one a brief discriminating analysis of the Colonel's character and influence, by Editor Vaile.

The Primary School and the *School Journal* also have words of commendation. The latter gives Marion Foster Washburne's charming biography, from which we quote this paragraph:

It was a marked characteristic of the man, that while he worked with the intensity of conviction, he nevertheless could continually re-examine the grounds on which his conviction rested. By nature dogmatic, sure of himself, unhesitating, by principle he was open-minded and ready to accept suggestions.

CHARLES WILLIAM ELIOT—HARVARD'S PRESIDENT

CHARLES WILLIAM ELIOT has lived long enough to see the theory of education which he has championed at Harvard triumph, and to have it conceded by those competent to judge, that no other person in the history of American education, save Horace Mann, has so deeply stamped his ideals on our scheme of popular education. Thomas Jefferson, by laying the foundations of the University of Virginia; John Witherspoon of Princeton, by his brilliant playing of the dual rôle of college executive and patriot; Eliphalet Nott of Union, Francis Wayland of Brown, and Mark Hopkins of Williams, by their inspiring personal influence on young men; James McCosh, by his success in building up the resources of Princeton thru impressing men of wealth with their duties as stewards, and Henry Barnard by his pioneer work as journalist for the profession—have all played conspicuous parts in the history of American education. But Horace Mann and C. W. Eliot—the one by his influence on primary and secondary schools, and the other by his influence on the universities, colleges, and secondary schools of the country—have a sum total of achievement credited to them which rightly puts them in a class by themselves, the class of constructive educators.

Since he was inaugurated president of Harvard University in October, 1869, then only thirty-five years old, Mr. Eliot has seen a generation of public men pass away. So that today he speaks with the authority of age as well as that of station. Of the corporation and the faculty of Harvard in 1869 he is the only survivor. Of New England representatives in the United States Congress when he entered upon his responsible career, Senator Hoar of Massachusetts and Senator Hale of Maine are the best-known survivors. Of the great group of New England authors then regnant, only Julia Ward Howe, Edward Everett Hale, and T. W. Higginson remain. He is the Nestor of American educators. . . .

It is equally tempting and futile to imagine how different the history of Harvard University and of higher education in the United States might have been, had Charles William Eliot accepted an offer of a salary (large for the times and for one so

young) of \$5,000 a year as treasurer of a large cotton manufacturing establishment in Lowell, Mass., offered to him shortly after his graduation from Harvard in 1853. Thus early in his life had wise men detected in him latent capacities as an administrator. But the youth had ancestors and kinsfolk who were friends of and exponents of learning, as well as ancestors who were successful merchants. Several of them had been clergymen; not a few had been donors to Harvard; all had been lovers of the humanities. Service of humanity thru the ministry of a learned profession, therefore, was an ideal present in the home in which the youth was simply, piously, and nobly reared, hence it is not altogether surprising that he chose the profession of educator, and not the calling of treasurer of a cotton-mill.

The honor of presiding over the destinies of Harvard, even in days when the educator's rank in the community was not as high as it is now, was not one to go a-begging. Tradition called for a safe, reputable clergyman, such as presidents Walker or Hill, or a man of eminence in public life, such as presidents Everett and Quincy had been. The idea of choosing a youth of thirty-five, a scientist (then a term suspected somewhat even by liberals), who was untried as an administrator, shocked the conservatives.

Decision of the matter rested, in the first instance, with the corporation—six men, all advanced in years, and therefore inclined to be conservative. They chose young Professor Eliot. The board of overseers, made up of thirty of the alumni, refused to ratify the choice. The corporation refused to recede, and again named Mr. Eliot. Then the board of overseers capitulated, but not gracefully, and at the next Commencement dinner the young president had a cool reception.

No sooner was he elected—in May, 1869—and inaugurated—in October—than the work of construction and coördination at Harvard began. Departments of the university like the Medical School, independent of the university in matters too vital to be tolerated longer, were soon brought into proper relations to the governing body. The Law School was revitalized, and a dean—Prof. C. C. Langdell—chosen, who in due time radically altered its mode of teaching and studying law, and who has lived to see the school take first rank. Later the Divinity School was approached in the constructive spirit, and transformed from a sectarian training school for the clergy of the Unitarian denomination

to a school of theology, where representatives of many sects both teach and study.

Dr. Oliver Wendell Holmes, then on the faculty of the Medical School, in a letter to Motley, the historian, described the sensation which this attitude of the new president made at the time. He wrote in 1871:

Our new president has turned the whole university over like a flapjack. There never was such a *bouleversement* as that in our Medical faculty. . . . It is so curious to see a young man like Eliot, with an organizing brain, a firm will, a grave, calm, dignified presence, taking the ribbons of our classical coach-and-six, feeling the horses' mouths, putting a check on this one's capers and touching that one with a lash, turning up everywhere in every faculty (I belong to three) on every public occasion, at every dinner *orné*, and taking it all as naturally as if he had been born president.

In an earlier letter to Motley, Holmes wrote:

"I cannot help being amused at some of the scenes we have in our Medical faculty—this cool, grave young man proposing, in the calmest way, to turn everything topsy-turvy.

"How is it, I should like to ask," said one of our number the other evening, 'that this faculty has gone on for eighty years managing its own affairs, and doing it well—how is it that we have been going on so well in the same orderly path for eighty years, and now, within three or four months, it is proposed to change all our modes of carrying on the school? it seems very extraordinary, and I should like to know how it happens.'

"I can answer Dr.—'s question very easily,' said the bland, grave young man; 'there is a new president.' The tranquil assurance of this answer had an effect such as I hardly ever knew produced by the most eloquent sentences I ever heard."

In his relations to the student community President Eliot has been quite unlike the typical college president of the era preceding his own. Mark Hopkins' methods and his methods are antithetical. At the start he abandoned the *in loco parentis* conception of government for the university, and for himself as head of it. In the first place, it is a physical impossibility for a university president to do at all what the president of a small college may do with more or less success. That President Eliot has often revealed deep, self-sacrificing sympathy for members of the university circle—teachers and students—who have been in sorrow, despair, or want, is no secret in Cambridge; and his zeal in caring

for Harvard graduates who seek and deserve places of influence is well known. But he came to Harvard to be a statesman, not a father-confessor; or, as another has put it, he has been the "foreign secretary rather than the secretary of the interior." . . . But, indirectly, his influence has been marked; first, by preserving the life of the community, so that it should make for liberty of thought, speech, and conduct, for individual choice of studies and friends; second, by his close touch with professors, who have passed on to the student body the tone and opinions revealed by him in the debate of the faculty meeting, or in the conversation of the closet conference; third, by his influence in reconstructing the religious ministrations provided by the university for the students, changes making for reality, reverence, and catholicity of spirit; fourth, by his personal example as a man of honor, sobriety, and piety, whose very carriage implies self-respect and elevation of mind, and whose constant attendance on religious exercises reveals the high estimate he puts on daily communion with the Infinite. He was born and reared a Unitarian and is still one by preference. . . . The greatest joy in life, after the domestic affections, he deems to be "the doing of something and doing it well." . . . It has been this ever-present idealism, along with keenness for facts, sagacity, prudence, "liking for administrative details," to quote his own words about himself, which has given him his present weight of authority. His profound Puritan sense of duty, his passion for truth, his fairness in weighing conflicting personal and institutional claims, his success as a peacemaker, his terrible but sublime candor, his unflinching courage in facing issues and men, his abounding rational optimism, and his humane instincts, have won for him the profound respect of those who have known him longest and seen him most.—*George Perry Morris, in the Review of Reviews (abridged.)*

IF there be no nobility of descent, all the more indispensable is it that there should be nobility of ascent—a character in them that bears rule so fine and high and pure, that as men come within the circle of its influence they involuntarily pay homage to that which is the one preëminent distinction, the royalty of virtue.—*John Stuart Mill.*

NEW BOOKS ARE IMPORTANT BOOKS.

THE SOURCE BOOK OF THE HISTORY OF EDUCATION FOR THE GREEK AND ROMAN PERIOD. By Paul Monroe. In the compilation and arrangement of this delightful book, Dr. Monroe has performed a good service for the student of history in general as well as for the student of educational systems. In one compact volume of 508 pages he gives us the opinions, as voiced by themselves, of the wisest and most influential thinkers of antiquity upon the educational questions that vexed a given age. A period of three thousand years is thus covered, resulting in a book whose chapters measure centuries, and whose content thrills one as does the onward sweep of an epic. The sources selected, tho wholly of the literary kind, are delightfully varied and individual. They include orations, dialogs, epistles, satires, biographies, and long and logical treatises. A large part of Aristophanes' comedy, "The Clouds," is given, as also two decrees of the Athenian Senate, B. C. 100, and the twelve Tables of Roman Law, so far as verified. Thucydides, Plato, Plutarch, Xenophon, Isocrates, Aristotle, Cicero, Suetonius, Tacitus, Quintilian, Horace, and Pliny are quoted at length, Juvenal and others less generously. The sources are grouped into periods. A reference to some of the chapter headings will give an idea of the general plan and scope of the book. The old and new Greek education are treated in separate chapters. Then follow three chapters giving the historical, philosophical, and scientific views of Greek educational theorists. Socrates and Xenophon give the sources for the first, Plato's "Laws" and "Republic" for the second, and Aristotle for the third. The education of women in Greece has a chapter to itself, and the selection from Xenophon bearing on this subject is one of the most charming of dialogs. Part I concludes with a review of the "later cosmopolitan Greek education." Part II deals with Roman education. The earlier and later phases are treated in two separate chapters and are minutely contrasted in a third. Chapter four traces the survival of early Roman ideals in the later period, giving selections from Nepos, Suetonius, Tacitus and Marcus Aurelius. Another chapter is a study of the "Hellenized Roman Period." The next centers upon the "Orator, as the ideal of Roman Education," as voiced by Cicero. Sixteen interesting pages of his exhaustive "Dialog on Oratory" are given.

The last chapter considers the "Scientific Exposition of Roman Education," giving fifty-four pages from the Institutes of Quintilian, which in many particulars seems discouragingly up-to-date for a man who lived two thousand years ago. Each of these groups is analyzed with critical discrimination and graphic clearness. Not only are the predominant characteristics of the contemporary civilization pointed out, but the more elusive tendencies of educational sentiment and practice are indicated and elucidated. The relation of one period to those preceding and succeeding it, and the causes, direct and indirect, leading to transition, are shown in a manner that makes the commentaries exceedingly valuable even if no sources were given. The pages in which the Sophist movement and Socrates' relation to the same are examined

are a fine example of Dr. Monroe's insight and judgment in balancing conflicting influences and interpreting the same.

Having given an excellent word-picture of a particular age, a critical examination follows of a particular letter, oration, etc. The trustworthiness of the selection as truly representing the thought and practices of the day, its relation to other current opinions, its influence upon the system then in vogue and those that followed, are presented, and possible obscurities noted and interpreted with just enough completeness to enlarge the student's sphere of apperception, and enable him to read with added critical intelligence.

The different writers receive their share of attention also, and the main features of their lives and characters are given, so that the issues about which they debated become intensely real, and the men genuinely human. It is fascinating to thus trace thru the long centuries the changes in a civilization, with the parallel rise and decline of ideals in education, and their reaction on each other. We see a "new" education pitted against the "old" steadily gain ground, and eventually retire to a second place as conditions again change, life becomes increasingly complex or luxurious, and new theories arise.

When reading Xenophon and his contemporaries we feel as if we were really dipping into antiquity, till we come across passages wherein they speak of the Egyptians as the ancients who have maintained certain art standards for nine thousand years. There is often a curious family resemblance between their problems and ours. At long intervals we find discussions recurring as to home versus public school education; we find clear thinkers proving that men and women may, to a large degree, study the same subjects. Plato and others are found deciding that children should not be told such of the old Homeric stories as portray the gods as licentious or deceitful. The relative value of the practical and the purely culture studies forms the bone of contention at different times, and we hear Quintilian protesting against corporal punishment, and arguing that there is no danger of teaching too many subjects.

The teaching profession in those remote days appears to have been as poorly paid as now. Listen to this from Juvenal:

The baths will cost six hundred sestertia, and the colonnade still more, in which the great man rides whenever it rains. Is he to wait, forsooth, for fair weather? or bespatter his horses with fresh mud? Nay, far better here, for here the mule's hoof shines unsullied. On the other side must rise a spacious dining-room, supported on stately columns of Numidian marble, and catch the cool sun. However much the house may have cost, he will have besides an artiste who can arrange his table scientifically; another who can season made-dishes. Yet amid all this lavish expenditure two poor sestertia will be deemed an ample remuneration for Quintilian. Nothing will cost a father less than his son's education.

In one of the epistles of Horace is a beautiful tribute to his father's training, and in another there is this delicious bit:

"When I was little, Orbilius, my master, dictated to me the poems of Livius; he was fond of flogging me, but I am not dead set against those poems, nor think they ought to be destroyed."

Pliny, the Younger, in a letter to Tacitus, tells how he has urged a distant friend to have his son educated at home rather than send him away, and he offers to in part endow some such local school, asking Tacitus to seek among

his able friends "some master worth soliciting." The letter exhibits a charming combination of public spirit, common sense, generosity, and farsightedness, as does the epistle to Saturnius, in which he modestly tells of the public library he has endowed, he, Pliny, celebrating the occasion by the founding of scholarships rather than instituting public games, as was then the custom. Music, gymnastics, and oratory will have a much wider significance in our minds than ever before after a study of the long arguments concerning their educational and ethical values, conducted by Plato, Plutarch, Socrates, and others.

A *multum in parvo* as presented by this book is valuable chiefly, because it offers opportunity for immediate comparison of the means adopted by different states, at various stages of civilization, for securing most important ends i. e. their own preservation thru the appropriate education and training of their children. We are given a long, long retrospect, which we may view as a whole, and whose detail we may study at our leisure. We can sympathize with the anxieties of the old-time conservative, and with the ever audacious innovator as well. We can judge whether or no their fears were well founded, and to what degree the new departure wrought harm or good, and wherein consisted the weakness of a training as related to the civilization which it could not save from disintegration. It is a record of alternating failures and triumphs which will convey many a warning and many a suggestion and inspiration to the *citizen* of today, who says in the words of the Athenian ephebic oath: "I will transmit my fatherland, not only not less, but greater and better than it was transmitted to me," and to the *teacher* who says with Juvenal, "The greatest reverence is due to a child." It is a joy to thus clasp hands across the centuries with the patriots, philosophers, and teachers of "time and the diverse eras."

THE ART OF TEACHING. By Emerson E. White. A veritable storehouse of practical suggestions and thought-stirring statements for teachers of all grades, from the kindergarten up thru the superintendency. A clear and vivifying light is thrown upon many of the multitudinous questions that come within the scope of teaching as an art. The chapters entitled, "The Ends of Teaching," "A Trinity of Principles," and a "Trinity of Processes," will repay thoughtful reading. Certain fundamental principles are stated concisely, yet comprehensively. The reader will be glad to tuck away several of them in a corner of memory. They will give a standard by which to truly measure her success as a *teacher*. It is to be remarked that the book concerns itself strictly with *teaching*, in its narrowest sense. This doubtless explains why no note is taken of the broader and deeper things of life, which might have been considered under the more inclusive term "education." Even tho the omission is intentional, one can but regret that when listing the aims of teaching, occasion could not have been made for noting the growing coöperation between home and school, and the growing appreciation of what training for social service means. Paragraphs on pages 28-29 indicate, however, that the knowledge, power, and skill acquired thru good teaching and practice are to be used for high and impersonal ends. Methods in general and methods in particular receive a careful, discriminating analysis and criticism. Good and bad points

are weighed and sifted with sound judgment. Among those which are thus enlarged upon are: the use and abuse of drill, of tests, of written and oral work; department versus grade instruction; the discussion of ways and means for teaching the different studies of reading, arithmetic, geography, etc., is logical, forcible, interesting, and enjoyable. Those who have derived pleasure and profit from hearing Dr. Emerson's lectures and reading his other books, will be more than ever pleased with this one. We quote one paragraph, an important reminder to the teacher of young children.

Whatever knowledge is taught a child should be so taught that the act of acquiring it shall be of greater worth than the knowledge acquired.

New York: American Book Co. Price, \$1.

PLANS FOR BUSY WORK. Edited by Sarah Louise Arnold. Introductory chapter by Laura Fisher, Director of Kindergartens, Boston. Evidently much thought, study, practice, and careful preparation have preceded the publication of this useful little manual. The plans presented have been thoroly tested by different members of the Boston Primary Teachers' Association, who vouch for their interest to the children, their practicality, and educational value. The exercises are grouped according to the specific ends they are to serve, such as sense training, practice in language, spelling, reading, phonics, number, drawing, etc. Coming from so many different workers, we find a great variety in the exercises, both as to materials used and the manner of using them. The material required is stated at the head of each subdivision, with concise directions. The special grade for which each exercise is planned is also given, as well as general suggestions for the easy and rapid distribution of the work. Particularly interesting are the dozen reproductions of children's drawings, with a few notes calling attention to the good and bad points of the same, with a view to helping the teacher to helpfully criticise the drawings of her own children. In the hands of a teacher who regards such an aid as a servant rather than as a master, the book cannot fail to be very useful. In the paragraph on weaving the words *warp* and *woof* have been mistakenly interchanged. Boston: Silver, Burdett & Co. Price, \$1.00.

CLASSIC MYTHS. Retold by Mary Catherine Judd. Decorations and illustrations from classic sources by Angus Macdonall. The little book was originally prepared as an aid to nature study, and it achieves its object, for star and bird, wind and tree, will certainly mean much more to the child when he knows what their beauties and mysteries suggested to people of long ago, as told in these pages. The ancient myths are told in language which is simple enough for third and fourth grade children to read with ease, but is at the same time neither crude nor barren. It is plain that the writer has had vivid pictures in her own mind of the scenes she portrays, for many of them surprise and please with unexpected details of poetic fancy and vigorous action. We think even Plato would not object to the versions of the old Homeric tales. Besides the Greek, the volume includes stories from Norse, Roman, German, Russian, and Finnish sources, creating thus a new bond between the Americans of different ancestral traditions. This new and revised edition is sure to receive as cordial a reception as was accorded the previous one. Introduction price, 35 cents. Chicago: Rand, McNally Co.

CHILDREN'S SINGING GAMES OLD AND NEW. By Mari Ruef Hofer. The singing game is the inheritance of the childhood of all nations, whether played on village green of ye olden time, or in the alley-way of the modern city. A new edition of this well-received collection of singing and circle games is just issued. It includes nearly forty folklore games, appropriate for playgrounds, school yards, home, kindergarten and primary school. This collection has recommended itself to teachers and mothers, to vacation school workers and kindergartners, for its practical and playable contents. It gives the music, words, and full directions for playing. The following games are among the number: "The King of France with Forty Thousand Men," "The Duke and the Castle," "The King's Hand," "Jolly is the Miller," "In the Spring," "Swedish Weaving Game," "Hansel & Gretel Dance." Miss Mari Ruef Hofer has spent much of her time during the past ten years in musical services at the settlement and vacation schools of Chicago, and during the time has collected data of great value to folklore as well as music students. Price 50c.

ARBOR AND BIRD DAY ANNUAL. The second and larger one offers suggestions for Arbor and Bird Day observances. Many charming bits of prose and verse are included, besides an article on "Tree Planting on Rural School Grounds," one on the making of "A Children's Garden," some pages on the relation of birds to agriculture, a long reference list of articles pertinent to Arbor Day and Bird Day, and other valuable matter. Several cuts are given showing exterior and interior views of schoolhouses; some high school libraries, and some book-cases in use in district schools. It is a handsome pamphlet, with good paper adorned with delightful naive drawings of birds and flowers, by Miss Jennie Pitman. Issued by L. D. Harvey, State Superintendent Public Instruction, Madison, Wis.

MEMORIAL DAY ANNUAL. Issued by L. D. Harvey, State Superintendent, Wisconsin. The Department of Public Instruction of the State of Wisconsin publishes two annuals which will prove important aids to the teacher and will be suggestive to school boards in other states. The one contains suggestions for the proper observance of Memorial Day, including a program outline of fifteen numbers; extracts from the inspiring addresses of eloquent patriots, and selections of choice verse, of varying length, offering a rich and varied field from which the teacher can select what will be appropriate for her particular school. Two songs, words and music, are also included. A large number of the selections this year relate to our martyr president, McKinley.

APROPOS.

Germany gave us Madam Kraus-Boelte, Mrs. Kriege, Miss Marwedel.

The East has given us Miss Peabody, Miss Garland, Miss Weston, Miss Symonds and Miss Page, Miss Lucy Wheelock and Miss Caroline Haven.

The West has given us Mrs. Putnam, Miss Blow, Mrs. Sarah Cooper, Mrs. Treat, Mrs. Kate Douglas Wiggin, Miss Harrison, and Mr. and Mrs. Heilmann.

Certificates should be issued only to kindergartners who understand program-making according to child-nature.

James L. Hughes has outlined the great work for kindergarten godmothers in his recent article on the "Future of the Kindergarten" in *Education* for April.

At the I. K. U. meeting held in Chicago, 1901, Colonel Parker ruminated as follows from the platform:

"To form a cult around Froebel would be a monstrous thing. He said the word to set every disciple free, which word should be read in every kindergarten and school in the land, and re-read after prayers by every teacher. Oh you worshiper of 'gifts,' hear this,—Are you a subject or a follower? Great Heavens! under the spirit of Froebel a follower!"

The president of Columbia University confesses: "Froebel in his kindergarten reduced theory to practice. In the kindergarten all manual training, as well as all rational and systematic education, has its basis."

The kindergarten training school is to the doctrine of Froebel what the organized church is to the gospel of Jesus Christ.

What kindergarten training schools are ready to offer courses for men, according to Mr. Hughes' suggestion that the training be equally provided to both sexes?

A prominent training teacher reminds us that Froebel died fifty years ago, and that if he were living today he would himself indorse changes in the method and practice of kindergarten. Has it ever occurred to you that his "gifted" head might have found out even more improvements in the half century than we have inaugurated?

A New York man asks us to tell him quite clearly what is the difference between the "two schools of kindergartners in this country." We will think about it during the summer and let him know.

IMPORTANT KINDERGARTEN EXHIBIT, LECTURES, REPORTS, AND NEWS.

A VISITOR to the exhibit of the Ethical Culture Schools, which closed on Saturday, March 29, must have realized anew the vital relationship existing not only between the kindergarten and the grades, but also between the kindergarten and the high school. It seemed almost as if the exhibits of the kindergarten and the high school had been located on the first floor, apart from the grades, whose work was exhibited on the floor above, in order to present the same contrast which is shown by the work and habits of the primitive peoples and the work and habits of the civilizations of today, and at the same time to impress the value of the kindergarten activities as a strong and sure basis for that steady and progressive development from the "practical attitude" of the learner to the "intellectual attitude." One illustration will suffice: Plants grown by pupils were shown both in the kindergarten and in the high school. In the former case they had stimulated experimentation and observation; in the latter, experimentation, observation and interpretations, carefully formulated in notebooks exhibited. These interpretations of natural phenomena must have been most fraught with meaning to those pupils who viewed them in the light of many years' experiences with plant life, begun perhaps in the kindergarten, and continued steadily thruout the grades.

To enter more fully into the details of the kindergarten exhibit, which included also the work of the Kindergarten Normal Department: In the children's work there was a noticeable absence of fine materials. There were large gift blocks, and still larger building blocks for group work to be done on the floor. Large sheets of paper were used for folding, and coarse worsted for sewing. This "broad" work assists materially the development of the larger arm and hand muscles, which, according to the best medical opinion of today, should be well developed before the finer muscles are called into play. The power gained thru such "broad" work will prove of special service to the child when the time for writing begins.

The carpentry work, which best develops all the large muscles of the body, was one of the most interesting features of the exhibit. Pricking of designs, generally done on paper, was here shown on wood, having been done by means of hammer and nail. There was a doll's house of four rooms, which had been completely furnished by the children. The making of the furniture was supervised by the teacher, that is, the children carried out the suggestion of the teacher, but the sawing, nailing, and other actual tool work, was done entirely by the children. Then the furniture was stained by the children with a stain made of the ordinary Diamond dyes. Scarfs for dresser, etc., were made of fringed linen; silver dishes for the dining-room were made of tinfoil; and picture frames, enclosing photos of some of the children, were made of stained raffia. The display of absolutely free work included chairs, tables, and beds of various kinds. One bed was especially interesting because of the light it threw upon the mental attitude of the little carpenter, who met a difficult problem but found a way of mastering it. Determined to make a large bed, and not finding wood of suitable length, he decided to join two pieces together. The work showed many ineffectual attempts at gluing to make the two pieces stay together. The final result, however, showed that he had learned another way of "making two ends meet" by nailing a third piece under the other two as a support.

The nature work exhibit consisted of the plant boxes mentioned above, an aquarium, a terrarium, which contained plants, cocoons, frogs, snails, and a turtle, and a large cage which contained two ring doves. There was also a "chemical garden," the result of experiments with some minerals.

Sewing and weaving were employed in making various articles, such as

picture frames, valentines, needlecases, notebooks, mittens, caps, etc. The predominance of "over and over" sewing meets the criticism made by some of the grade teachers, who found difficulty in teaching sewing to the kindergarten children who had been accustomed mainly to "in and out" sewing.

The Kindergarten Normal Department exhibited good brush work and clay modeling, and an unusually fine display of domestic art work and bench-work. The new students had not entered upon the "regular" occupations until the completion of the domestic art and carpentry courses, and the inventive ability and manual dexterity gained therein is already asserting itself in the "regular" occupations which have just been started. It was also stated that cooking is to be included in the course next year.

The raffia display included numerous ingenious, and really useful, needle-books, frames, whisk-broom and towel holders, napkin rings, dolls in becoming hats, etc. The bench-work, the result of a two months' course, included plant boxes, plant stands, footstools, etc. The students testified that the objects of the course, "to promote 'handiness' and understanding of tools and constructive matters, to give an appreciation of what tool work demands of the faculties and powers, to give the satisfaction of achievement with their hands and tools," had been more than fulfilled. It was stated also that the position in which they had found themselves, face to face with something entirely new, had been invaluable to them in deepening their appreciation of the necessity for careful consideration and tactful treatment of the "I can't" child in the kindergarten.

Another notable feature was the work made from some outside material, generally consigned to the waste-basket. Tinfoil, pasteboard boxes, corrugated wrapping pasteboard, and other materials, had been well utilized. The knowledge of the methods of utilization of such material must prove very helpful to the kindergartner who wishes to provide in the kindergarten not only for a continuity of the child's attitude outside the kindergarten, but also for a continuity of the material which the child meets in the outside world.

To give but a brief glance at the work of the grades, Grade III will serve as an example of the correlation of subjects, and of the continual interplay between thinking and doing, which is characteristic of the work of all the grades. The study of the evolution of lighting had been accompanied by the use of illustrative material, candle molds and snuffers, kerosene and electric lamps, and actual experiments in candle dipping, candle molding, making gas, etc. The study of Robinson Crusoe and of pioneer life, typifying the conquest of nature by man, was reinforced by the making of Crusoe's calendar (notches on stick), of his oven in clay, etc., and by the making and furnishing of Lincoln's log cabin.

The attendance during the four days was large, many persons coming from Boston, Philadelphia, and intermediate points.

The appreciation of the arrangement by which one evening was set aside for the reception of parents, and another for the reception of former students of the school, was shown by a goodly attendance. Professor Dewey, Jane Addams, and others well-known to the general public, visited the exhibit.—*B. E.*

Prof. Earl Barnes delivered a lecture upon the "Danger of Overstimulation of Young Children," at the April meeting of the Kraus Alumni Kindergarten Association. He spoke first of the dominant characteristics of educational science of today: (1) Trying to understand nature, man, and God by working straight at the facts as they present themselves to us; (2) considering these facts in terms of growth, development, or evolution. In this view all things become relative. The work which is admirable for the child of six months is not admirable for the child of sixty years. That which is best for the negro one generation removed from savagery, is not the best for the white man of, say New York city. We must study the conditions and make our work fit them. Education is a lifelong process, an eternal process. Life may be divided into various periods—say up to six years, infancy; from six to

twelve, childhood; from twelve to fourteen, a transition period; from fourteen to eighteen, youth; from eighteen to twenty-five, young manhood and young womanhood; after that the adult. In considering the danger of overstimulation Mr. Barnes spoke only of the first period—infancy. Its qualities are: (1) Egoism. The child is an egoist. He lives entirely in himself. This makes him especially susceptible to overstimulation. He has no outside interests to draw him away from the one in possession at that moment. The kindergarten exists for the purpose of helping him out of his egoism into altruism. (2) Emotionalism. All thought was first emotion, and emotion is contagious. We can arouse one's emotions before we can hold one's thoughts. (3) He is fragmentary. Each object as it attracts him holds him to the exclusion of all others for the moment.

In illustration Mr. Barnes read from Dressler's, a "Morning with a Baby." The most overstimulated individual in the world is the kindergartner, because of her contact with the children and their demand upon her to satisfy this element. She ought never to have a second session. She needs the afternoon to unify her thoughts after the strain this quality of theirs has put upon her. (4) Intensity. For the moment the child goes absolutely into the idea which holds him. He lives in a world of intense emotion, desire, belief, or fear. His two dominant desires are: (1) Action or exercise; and we must provide for this, because upon it depends growth. Some parents satisfy this desire to overstimulation because it is the easiest way. So easy to crumple the paper, to jingle the keys, to turn the attention from this object to that in rapid succession. (2) He desires organized relative action. It synthesizes the nervous system. The peevish baby waving his arms this way and that in random nervous movement, is soothed by gentle rhythmic motion, up, down; up, down; up, down. The first caters to his present condition and leads to arrested development. The second leads to integration, sequence, growth. Our whole life in the civilized world is overstimulating, and the greatest care should be taken to make it less harmful. The child should not appear in public. It is impossible to make his life too simple. In many American homes, alas! the child is in constant evidence. Many parents fail to realize the danger of travel for children. And our elaborate toys are another great danger. Mr. Barnes would limit the toys for a little boy to three. A limited Noah's ark, an iron engine with one or two cars, and a good supply of building blocks. Among the remedies for this condition are: coöperation between home and school, and the direct study of children.—*Nelly A. M. Cook.*

Two of the kindergartens maintained by the New York Kindergarten Association have each a library, containing the following books—Amity Kindergarten Library, for mothers, thirty-eight volumes:

One I Knew best of All, Burnett; Margaret Ogilvie, Barrie; Study of Child Nature, Harrison; Dove in Eagle's Nest, Yonge; Bow of Orange Ribbon, Barr; Rab and his Friends, Brown; Early Education, Anon; Aunt Martha's Corner Cupboard; Adventures of a Brownie; Educational Laws, Froebel; Household Education, Martineau; Beckonings from little Hands, DuBoise; Children, their Models and Critics, Aldrich; Point of Contact, DuBoise; Song of Life, Morley; Stories and Talks, Wiltse; Love and Law, Poulsson; Plants and their Children, Dana; Power of Silence, Dresser; Animal Life on Sea and Land, Cooper; Patsey, Wiggin; Stories of Industry, Vol. 1; Stories of Industry, Vol. 2; Little Flower Folks; Kindergarten Gems; Bob, Son of Battle, Oliphant; A Wonder Book, Hawthorne; J. Cole; Water Babies, Kingsley; Uncle Tom's Cabin, Stowe; Battle of Life, Dickens, Chimes, Dickens; Great Expectations, Dickens; Bleak House, Dickens; Oliver Twist, Dickens; Sevenoaks, Holland; Adirondack Tales, Murray; History of America, Butterworth.

Daisy Memorial Kindergarten Library, meant for the children, thirty-one volumes. There are picture books, stories for the mothers to read to them, and their kindergarten song books. Books marked with a star have been given to the library. Older brothers and sisters take them out:

Book of Songs, Blue Jenks; Book of Songs, Gaynor; Finger Plays, Poulsson;

Songs of the Mother-Play, Blow; Mother Goose; Hans Andersen's Fairy Tales; Grimm's Fairy Tales; Field and Farm Friends; Three Bears; The Jungle Book; Bright Pages; Little Grown Ups, Maud Humphreys; *Alice Thru the Looking Glass; *Lullabys and Jingles; *Dutton's Holiday Annual; *Joe's Boys, Louisa Alcott; *Tales from Shakespeare, Lamb; *The Caged Lion, C. M. Young; *Cranford; *The Heroes, Kingsley; *Arabian Nights; *Sintram and his Companions; *Gulliver's Travels; *History of Greece; *History of Boston; *Ivanhoe; *Red Riding Hood, etc.; *All Round the Clock; *Twilight Tales; *How New England was Made; *Young Lucretia, Mary Wilkens.

THE Audubon Society of Illinois sends out an eloquent appeal to the mothers of the state:

"Mothers of Illinois! a great part of the sad destruction of our native birds would be ended if the small boy with the sling-shot, and his nefarious robbery of nests, were brought to a stop. Give us your powerful aid by cultivating a spirit of humanity in your children. Let the twentieth century of Christian civilization ring in the joyful news that the wild bird is safe in our land. That he may live out his sweet life in peace. That his happy songs, his lovely manners, his useful labors, shall continue for all time to come to gladden the landscape, to give men a refined delight, and lend him essential aid in the pursuit of that craft which is the basis of all others, the craft of the husbandman, the reaper of the crops on which we subsist.

"Train your boys to better ways than these. Take from them the sling-shot with its baleful influences and give them instead a pocket microscope, to be bought at a trifling sum, and an opera-glass or a field-glass, if you can afford it, and open to them the endless sources of pure, esthetic pleasures these will afford.

"Give them a book treating of birds; 'Citizen Bird,' for example, will cultivate them by its story and awaken an interest in the dear feathered folk which will lead them to protect rather than persecute 'His best of harmless beings.'

"Teach them the sacredness of life—all innocent life. Teach them to spare the egg in the nest. Taking one only will, in the majority of instances, break up the entire brood, causing the bird to forsake the home which a ruthless hand has invaded.

"There is nothing more exquisite in the realm of nature than a bird's nest with its cluster of dainty ovals, 'each full of silent music, each dumb miracle waiting for the finger of God to wake, to be alive, to drink in the sunshine and the breeze, to fill the air with blissful sound.' 'It is as if a pearl opened and an angel sang.'"

THE great triumph of Horace Mann's life—the establishment of a normal school—was the direct result of his own personal magnetism. Again and again he had implored the legislative committee for an appropriation for the building of his school. At last, wearied by his ceaseless solicitation, the chairman one day exclaimed:

"Well, Mr. Mann, if you'll get \$10,000 outside we'll vote you the same amount in the committee."

Mr. Mann put on his hat and walked straight from the room down into a State street office, where, by chance, there was a meeting of Boston merchants. Striding right into their midst, and waving his hat above his head, he interrupted their deliberations theatrically.

"Who wants the highest seat in heaven? Whoever of you wants it can have it, for I am here to give it to you."

"How's that, Mann?" smilingly asked one of the party.

"The man who will give me \$10,000 to help build a normal school, the first in the state, and the first in the country, will earn his right to the highest seat in heaven."

Without a word Edmund Dwight swung round to his desk, and taking a slip from a pigeonhole, wrote a check for \$10,000 and handed it to Mr. Mann.

Back to the state house went the jubilant promotor. Within a half-hour of

the time he had left he was in the committee-room waving his check in the astonished faces of the lawmakers and crying "Eureka!" like an effervescent schoolboy.

The committee voted him another \$10,000 on the spot, and the first state normal school in the land was assured.—*Boston Herald.*

THE ONTARIO EDUCATIONAL ASSOCIATION met in Toronto on April 1, 2, and 3. Miss Anning presided in the Kindergarten Department. Tuesday morning was devoted to "Practical Methods of Developing the Ideals of the Mother Play." Miss Jones of Kingston and Miss Boyd of Toronto gave their experiences in developing the "Weather-vane." Miss Bertha Thompson of Aylmer, told how her class had been developed thru the "Tick-Tack" with its underlying idea of order. Miss Dent of Toronto dealt with the "Pigeon House" experiences, and Miss Grace Johnson of Berlin outlined the development of the Star Songs in her kindergarten. Miss Lyon, Ottawa, instanced connections made by her children in their morning talks. The papers showed that original work is being done in different places. Each paper was followed by a general discussion, those present suggesting different methods of illustrating the same subjects, and the afternoon session proving too brief, the first hour on Thursday was also spent in handwork. The rest of Thursday morning was devoted to papers on "The Training of Defectives." The methods used in teaching the deaf and dumb were described by Mr. George F. Stewart, of the Deaf and Dumb Institute, Belleville, and Miss Winifred Messmore, of the Ontario Institution for the Blind, Brantford, gave an interesting paper on "Kindergarten Training for the Blind." Miss Beatrice Thompson of Berlin, whose children are not mentally deficient, but of mixed races, chiefly Polish, often unable to understand English, detailed some of her difficulties and successes.

The officers for the year are: President, Miss Louise N. Currie, Toronto; director, Miss Edith A. Anning, Belleville; secretary-treasurer, Miss Jean R. Laidlaw, London.

MISS VANDEWALKER, as chairman of the Kindergarten Department of the Wisconsin State Teachers' Association, is effecting a valuable organization of all the kindergarten interests and teachers in that state. She spoke as follows of the needs of organization before the meeting of the section recently:

"The need of a state organization of kindergartners is daily more evident. The 175 kindergartens in Wisconsin require a better organization of their working forces than can be effected by the section meetings. Since the chairmen of the different sections are appointed, there is obviously no real continuity in the work of the section from year to year, and there being no real means of communication established, many lines of work, feasible under a regular organization, are found to be impracticable. The twelve thousand children in the kindergartens are but a small percentage of all the children, between the ages of four and six, who should be in kindergartens in Wisconsin, and kindergarten extension is a crying need. The tendency today is for all classes of teachers to organize under regularly appointed state inspectors. Wisconsin has a state high school inspector, a graded school inspector, and an inspector of schools for the deaf; and why should we not have a state kindergarten inspector? State Supt. L. D. Harvey favors this plan, and stands ready to aid in its accomplishment. The supervising principals and the county superintendents have organized, because they realize how much more effective such an organization is in accomplishing desirable results. The bringing about of these conditions demands a permanent organization of the kindergartners."

Similar work should be done in every state in the Union.

THE kindergarten situation in Chicago grows more hopeful. There is much sound, common sense in the dictum, "strike while the iron is hot"; there is, perhaps, a deeper wisdom in the amendment to the same, "Strike and make it hot." The intelligent, practical, and clear-minded parents and citi-

zens of Chicago have struck the cold, because ignorant, public opinion of their city, till it glows red-hot with intelligent enthusiasm. The determination of the people finally rose to the pitch of holding local meetings in the different wards all over the city, to enlighten those still unaware of the threatened danger to the rights of taxpayer and children, and to form permanent ward organizations. These ward meetings were addressed by well-informed citizens, many of them lawyers, some ex-members of the school board. A grand central mass meeting will be held later, led by delegates from the local organizations. Mayor Harrison has expressed himself as distinctly in favor of the kindergarten, which he says is "basic," "rudimentary." He, however, is not in a position to dictate to the school board, which he appoints, but over which he exercises no more authority than is expressed thru his strong statement of opinion.

THE editors of the KINDERGARTEN MAGAZINE are often credited with Omnipotence, judging by the inquiries directed to them. A recent letter asks for a synopsis of the Boer War, and an analysis of Aristophane's "Comedy of the Clouds." Another correspondent asks in full assurance:

"How could anyone best gain a knowledge of Froebel's principles with a view to applying them in kindergarten literature? Would it be by taking a course of training in some efficient training school, or by pursuing a literary course in some college?"

The undaunted editor replies:

"In answer to your question with reference to kindergarten literature, I would say, that a thoro acquaintance with child life, as one comes to know it in daily kindergarten, is necessary, and is the only resource which makes such literature marketable. The ability to write is largely a matter of ability to express, but one must have ample matter to express in order to make this successful."

Story of the Alphabet.—A grown person, familiar by long usage with the letters of the alphabet, does not realize how arbitrary and abstract they must seem to the young child. After reading Clodd's "Story of the Alphabet" this query arose: why not give the little beginners more frequent opportunity for telling by pictograph, however crudely drawn or painted, a story of what has interested them. Would it not be interesting both to child and teacher to have the child tell of his doings over Sunday, not with the lips, nor in pantomime, but in as few lines as possible with pencil or brush. Then let the teacher see if she can read or interpret the message. A child who had thus practiced expressing his thoughts in picture language would grow more thoughtful in his drawing, and when he entered the primary, and was told that men had found a better way of conveying ideas, the alphabetic characters would mean more to him than simply abstract signs. He would feel something of the poetry that inheres in all of man's achievements.

THE meeting of the National Educational Association at Minneapolis, July 7-11, will include a joint session of the kindergarten and elementary departments, joint sessions being required by the executive, so as to bring more teachers together, and enable them to hear different points of view on subjects of common interest. At this session, agriculture and gardening in relation to the school and kindergarten will be discussed, and also the use of myth and history for children. At the special kindergarten session, it is proposed to consider language in relation to the kindergarten, with a variety of subtopics; for instance, Hindrances to its Development; Helps; Froebel's View of the Relation between Thought Material and Language; and, the Need of Kindergarten Students for Work in English.—*C. Geraldine O'Grady, President Kindergarten Department, N. E. A.*

In France a part of every young girl's education is devoted to social ethics and proper conduct in society. Rudeness is considered a *moral* defect. The first principle taught is to think of others and not of one's self, and this is so successfully learned that one seldom sees a French girl who is shy or self-

conscious or awkward. Secondly, they are instructed to put their thoughts and feelings into words, to reflect, and to express themselves clearly. Baby talk does not exist in France, and the whole bent of their training is more logical than sentimental. This enforced development of the powers of expression makes French children intelligent companions, if, perhaps, somewhat lacking in originality. They have, in consequence, fewer likes and dislikes, but more opinions than children of many other nationalities.

I AM satisfied that in the first grade primary it is better to have no desks, and to have chairs that are not fastened in place. The nearer the room can come to the kindergarten equipment in its seating and tables the better work will be secured. Graded school troubles will begin early enough at the best for the little people. Prejudices may lead some of you to think this rank heresy, but visit some lower primary room and see the little children in their naturalness and freedom before you say too much about it. Of course they will not be able to use pencils so much, but isn't it just possible that we forced the pencil into too low a grade.—*Educational Exchange*.

MISS FRANCES A. GREENLAW, of Marinette, Wis., has just patented a kindergarten sand-table, which will solve the difficulties of those teachers, who desire a sand-table but are limited as to space and funds. It can be used as an ordinary kindergarten table for gifts and occupation. When sand is to be used, the table-top can be easily raised by two wooden arms, one at each end of sand-box, which is of zinc, sunk into the wooden box. Judging from the neat little model, it would seem that this combination, which will cost but little more than an ordinary kindergarten table, would prove a welcome boon to many.

MISS MARY B. HARDING of the American Mission at Sholapur, India, is about to translate into the Marathi language the "Republic of Childhood," a series of books dealing with the kindergarten, written by Kate Douglas Wiggin and Nora Archibald Smith. The translation is to be used in the training of kindergartners among the native women, and it is believed that the three modest volumes are the first of their kind to receive this honor.

COL. FRANCIS PARKER.—"I am a great believer in God. God could never have intended that school should make children unhappy. Intuition is the seeing of things, as right or wrong, without reasoning about it. Comenius, Pestalozzi, and Froebel were intuitionists. So I was an intuitionist, and knew what was right in teaching before I had an opportunity to prove it. Pestalozzi and Froebel have always been my inspiration."

YOUNGSTOWN, Ohio, is to have a model kindergarten building, costing in the neighborhood of \$11,000. It is proposed to make it a model in every respect. To this end Miss Mary S. Morgan, director of the Free Kindergarten, will go to the I. K. U., via Philadelphia and New York, stopping at these cities to see kindergartens and gather ideas for the construction of the Youngstown building, for which she is largely responsible.

WE all love power—to be on the winning side. You cannot help being there when you are fighting the slums, for it is the cause of justice and right. How then can you lose? and what matters it how you fare; your cause is bound to win.—*Jacob Riis*.

MR. AND MRS. LOUIS PRANG are sojourning in California, partly for health reasons, partly for sight-seeing. Mrs. Mary Dana Hicks Prang will also attend the general Federation of Women's Clubs as a delegate in Los Angeles.

As a leading journal of civilization *Harper's Weekly* says: "The kindergarten has won its fight in the educational world, and pretty much everyone whose opinion is valuable concedes its great usefulness."

"ECONOMIC VALUE OF BIRDS" is a valuable leaflet written by Frank M. Chapman and distributed thru the Audubon Society.

WHERE a system has taken its rise in the genius of an individual, as in this instance, it must be transmitted by spiritual inheritance, as it were, till society becomes familiar with it.—*Mrs. Horace Mann.*

THE editors of the KINDERGARTEN MAGAZINE have had many pleasant letters approving their work of collecting the gardening experiments, as published in the March issue.

REV. HORATIO STEBBINS, D.D., for many years influential in the work of the Silver Street Kindergarten of San Francisco, died at Cambridge, Mass., April 8.

THE average expense of a free kindergarten is \$1,200 as conducted by the leading free kindergarten associations.

INTERNATIONAL KINDERGARTEN UNION, BOSTON
APRIL 23-25.

AS WE go to press the kindergartners of the United States are in convention in Boston. The opening session took place Wednesday, April 23, in Arlington Street Church. It is estimated that six hundred delegates attended the Wednesday meetings. Mrs. Alice H. Putnam of Chicago, president of the union, was in the chair and called the meeting to order at 10 o'clock. On behalf of the local executive committee, Miss Laliah B. Pingree, chairman, extended a welcome to Boston, calling attention to the fact that this city has always been foremost in its appreciation of kindergartens. She spoke appreciatively of Supt. Edwin P. Seaver of the Boston schools, who has ever aided in the establishment and maintenance of kindergartens in the public school system.

Mr. Seaver spoke, and his address was frequently interrupted by applause. He said:

The kindergarten must do two things. First, it must not only partake of the nature of the home—resemble the ideal home in many particulars—but must enter into vital relations with the actual homes of the children.

Second, ever since the kindergarten became an important factor in public education we have heard and read much about the need of closer relations between the kindergarten and primary schools. Sometimes we hear the primary school criticised because it, or the lower part of it, does not become itself a kindergarten. On the other hand, we hear the kindergarten criticised because it does not take on more the traditional character of a primary school.

Now, all such criticisms are based either on ignorance of the true theory of education or on a misapplication of theory to facts. A few experiments at unification are tried, and they fail, so the experimenters jump to the conclusion that the theory must be wrong. The true teacher is the solution. The true teacher is something more than a kindergartner, something more than a primary instructor. The difficulty is that most of the teachers now in service have been prepared by acquiring only one kind of technical skill. These teachers should be succeeded in their places by a new class of teachers trained to be either kindergartner or primary teacher by turns, or both together.

Mrs. Putnam called attention to the death of Coloner Parker, an active friend of kindergartens in Chicago, and of Miss Mary J. Garland, a pioneer in kindergarten work in New England.

Miss Fanniebelle Curtis, corresponding secretary, called the roll; in response nearly one hundred different associations and unions presented their reports in brief speeches by their delegates.

Telegrams and letters of greeting were read from the Baroness von Bülow, H. C. Bowen, the Froebel Association of Great Britain and Ireland, and the Blackheath Kindergarten in London.

In the afternoon an informal reception was given to the delegates in Fay House, Radcliffe College. In the evening, in Huntington Hall, President Eliot of Harvard and President Pritchett of the Institute of Technology spoke.

THE EVENING SESSION

was reported as follows in the Boston *Herald*, Thursday morning:

The evening session was held in Huntington Hall, with an audience which, in the most exact sense of the word, answers the description of "crowded." The first speaker was President Pritchett of the Institute of Technology, and he began by offering to those present a cordial welcome. "There is an intellectual as well as a social hospitality," said he, "and it is both of these that we offer you on the occasion of your visit to Boston. I welcome you also on the part of our institutions of learning, for one of which I can speak personally. As to Froebel and his system, I want to say that, if it has had power and force, this has not been so much because its great founder dealt with children as because it gave rise to a series of institutions which made child life more hopeful and more pleasant, and because it brought in a new conception of unity in education—the idea that thru all training there runs a thread of consistency, a certain unity of function. There is between our universities of today very little consistency, while in the university itself there are very different conceptions of what a university ought to be. Some of the sciences are represented, and some are not. As for science, it may do at least one thing for us—it may furnish us this unity of purpose which ought to run thru our whole educational system."

President Eliot also spoke. He said:

I want to put before you some of the elements of that unity in education referred to by President Pritchett, as well to point out to you some of the ways in which the methods of Pestalozzi and Froebel have been carried out in our higher education. It seems to me to have been more the practical methods of these men than their philosophy that gave them their fame. I believe there is a close relationship between those practical methods and certain principles of reform in our own day.

The first point is what these men called the sanctity of the individual. The fundamental idea of all the best reforms in education that have taken place in my lifetime has been founded on

the dignity of the child, the capacity of the child, its nature and its powers. Channing taught us a similar principle in the dignity of man, tho he applied it to the whole human race. In the reform which seeks a diminution of the number of children given to any one teacher, we touch the most important subject of reform in the entire American school system, and in this the kindergartner is set the best example by the very highest institutions of education, the real universities. The reform is most important, because the present task assigned to a teacher in the first eight grades is usually one which it is absolutely impossible to perform.

You may call the assistant to a kindergartner a nurse or a maid, but whatever she may be called, she has been copied in all well-conducted universities in our land. At Harvard we now have 144 such assistants, with not more than 142 professors and assistant professors combined. Now, what the kindergartner's assistants teach the children is what the "assistants" at Harvard do for the students there. Froebel taught the importance of the child doing something instead of only committing something to memory. Well, our assistants at Harvard are there to teach the students how to do things for themselves. It is only exceptional people who can do things by being told how in a book or a lecture.

President Eliot here referred to the value of nature study, as emphasized by Lotze and Froebel, as one of the means of coming into contact with things and obtaining intellectual development thru manual training. He also gave many illustrations of the importance of providing against the tendency of the mind to wander when assailed by a series of like impressions long-continued, such as a lecture of an hour long for students.

"It is sometimes argued," he said, "in favor of employing fear as a motive, that children should be accustomed to doing what they don't like to do because in after life they will have to do what they don't like. You will not help a pupil as a man by using when he is a child a motive which you cannot use when he is a man. The motives of our present educational systems are not usually motives that last, and this is why education gets on so slowly in the world. It is the motive which makes all the difference in the world between slavery and freedom, between misery and happiness. The men and women who labor without the interior motive of interest and love are not free, and as a rule they are not happy. Can there be anything stupider in education than a long period of attention for children under eighteen? There is nothing less profitable on the whole, for the habit of inattention is a thoroly bad one."

Miss Blow closed the first day's session with her able paper on the "Ideal of Nurture," which will appear in full in the June issue of the KINDERGARTEN MAGAZINE. A full report of the balance of the sessions will also appear there.

Mrs. Alice H. Putnam was reëlected president of the I. K. U.

Mass meetings are being held in every ward of the city of Chicago by citizens, parents, and teachers, to stimulate public interest in the public Kindergartens, to arouse taxpayers to their full patriotic duty toward the public schools, including Kindergartens. The Board of Education has pledged to continue twenty of the eighty-nine Kindergartens, and as many more as tax collections may warrant.

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KINDERGARTEN MAGAZINE

Vol. XIV.—JUNE 1902.—No. 10.

TWENTIETH CENTURY SERIES.

PLANS FOR A HORTICULTURAL SCHOOL FOR GIRLS MADE IN 1869.*

EMMA MARWEDEL.

THE idea of a coöperative horticultural school is not only an outspring of the necessity of extending women's labor; it is, as the Baroness von Marenholtz says, "the reform in education necessary to introduce an education for work, or, at least, work as a factor of education." Pestalozzi, Fellenberg, Fourier, Lancaster, Owen—all these have declared instruction and work, mental and physical work, as indispensable to education. The wish to introduce this idea into their model institutions, in which agriculture, horticulture, different trades, and physical exercises have united with instruction, has not been appreciated highly enough, nor introduced extensively enough. But perhaps there is a reason for this which was not taken into account before Froebel.

In these institutions physical and mechanical labor alternate with instruction, but it is not the *means of instruction* as Froebel conceives it. A great deal of the time of the pupils is taken up in acquiring this mechanical skill, and those pupils who wish to pursue a scientific career have not been able to prepare themselves sufficiently for this vocation.

Therefore labor schools have hitherto only served as charity schools, or as institutions for redeeming juvenile delinquents, and hardly ever as additions to colleges and high schools.

There are two conditions to be fulfilled, if work as a means of instruction is to be applied to all classes of society. The first is, to remodel work so that it may serve as well for intellectual as for physical exercise; that is, serve in part as instruction, and for sound mental as well as physical gymnastics. The other condition is, that limbs and organs shall not only become universally developed in earliest childhood, but that mechanical skill shall likewise already be attained in the early part of life, and not attained merely by making the child work mechanically, but with

* Reprinted, with the editor's permission, from *Herald of Health*, 1869.

his mental faculties likewise, as at no time is it more pernicious to separate bodily from mental exercises.

Childhood is the time when the growth of the soul depends upon the development of the organs themselves.

This problem Froebel has solved in his kindergarten method, for his play and gymnastic exercises develop all powers and organs in a natural way, which leads the young child to full invention.

Work, play, and instruction (self-instruction) are blended into one as a preparation for all the requirements of future life, be it for artistic, for industrial, or for intellectual culture.

In connection with schools for more abstract studies, he advocates "school gardens," where the kindergarten system is to be continued and brought to a higher grade of perfection; and following this, still connected with high schools, "youth gardens," furnishing for young men and women facilities for agricultural and horticultural pursuits as well as for all sorts of domestic work and for trades.

The experience in Germany, that scholars daily instructed but four hours in the gymnasia make more progress than others in six hours, has not only changed the school time, but we hope will change also the school system.

The school system from today must follow the general development; it must lose the one-sided character of abstract knowledge; it must instruct by practical objects, and

"Thru work to work,"

morally, intellectually, practically, and as much as possible in the open air.

It is, finally, to educate the body to strength and to give physical development.

Geology, botany, chemistry, natural history, entomology; the physical laws, their relation to surrounding nature, so interesting to the ever-listening youthful mind, are to be taught as the Greek philosophers were, in woods and fields, by practical work.

But there is one other aim no less important on two sides. That is, to found such institutions on the principle of coöperation of work, and by the labor of the pupils to make them self-supporting.

The relations between labor and capital, being now the most serious and important question of our time, are no less demoralizing than unjust.

Coöperation in labor and equalization in work and profit seem to be the only help.

Coöperation signifies "acting together by principles."

Our life in family, in marriage, in state, is nothing but coöperation.

Coöperation in its true meaning demands the most republican, the most ideal self-denial.

How far our life in family and in marriage is from this ideal is too painfully manifest in all the endless battles for justice and the littleness of our social life.

If there had been a true understanding of coöperation in family life and marriage, why should we have such books upon books, speeches upon speeches, arguments upon arguments, about "women's rights," children's rights, church rights, state rights, soldiers' and servants' rights? There is not a class this day which is not asking for its *separate* rights.

Separatism is the cancer in our social development, poisoning our healthiest soul and body. Neither our houses, nor our churches, nor our schools, nor our history, are able to protect us or to guide us by examples.

"Rochdale failure" is the desperate outcry of all our social economists and philanthropists.

But not a failure in business, oh, no; a failure only in the moral and social spirit in which it originated.

Therefore we want institutions in form of schools, *business places*, acting together by principles which can educate our youth for coöperation. (See "Why We Want Industrial Schools for Girls: Discussed from the View of Social Economy, and How they can be Founded," by E. Marwedel. Published by Hermann Gruning, Hamburg.) And because we want them in large quantities they must be self-supporting.

These things, not chimerical and fanciful, might be attained, and would naturally grow out of the introduction of the Froebel method into the public school system, by which now, at enormous expense, children are *not* educated nor fitted for active life, a fitness they have to acquire out of school and by themselves, or not at all!

From this standpoint has been prepared a plan of a coöperative horticultural school, as follows:

GENERAL PLAN OF A COÖPERATIVE HORTICULTURAL SCHOOL FOR GIRLS.

On account of the necessity (1) of enlarging the field of labor for women; (2) of providing women with occupations more conducive to their health; (3) of making efforts to prevent the overcrowding of cities or manufacturing towns; (4) of educating by moral and social influence to coöperation, that is, "working together by principles"; (5) of educating capable housewives for the farmers, who are the kernel of the American people, the project is entertained of establishing

COÖPERATIVE HORTICULTURAL SCHOOLS FOR GIRLS.

In order to accomplish this purpose there are needed, first, pupils; second, the necessary capital.

Pupils may be obtained most readily by means of the personal

influence of all those interested in the subject, and thru the daily press.

The success of this undertaking will be accomplished with most certainty by beginning on a small scale with a limited money capital, and at the same time by carefully and judiciously making use of all the labor capital at command. To this end the institution should organize within itself a well-ordered business by means of the practical labor of the pupils, who should be employed in profitable occupations, such as cultivating delicate vegetables, fruits, berries, and flowers; collecting seeds; making pickles and preserving fruit; arranging bouquets and wreaths, and perhaps in preparing and arranging hanging vases and flower baskets. There can also be united to these the raising of bees and silk-worms, and many other trades.

In case from eight to twelve pupils shall be entered, and the necessary capital guaranteed, the following are the chief requisites:

1. A suitable dwelling house (containing about twelve or thirteen rooms) with a barn, from thirty to forty acres of land, and a greenhouse. But it would be necessary to select a place which, afterwards, upon certain conditions, might be enlarged by rent or purchase, as the Rauhe House in Hamburg.

2. A matron who will superintend the moral management as well as the business part of the institution, and who is capable of ordering a comfortable and cheerful family life.

3. A thoroly well qualified and intelligent gardener.

4. A gardener's assistant who can also render assistance in the rougher work of house and kitchen.

5. A female domestic.

6. During the winter months, well qualified teachers for theoretical branches of instruction, namely:

(a) Botany and entomology. (b) Agricultural economy and chemistry. (c) Practical drawing. (d) Chorus singing and some foreign language.

7. The necessary household furniture, utensils, and implements.

As the pupils are to be admitted free, and as a course of from two to three years is essential before a diploma can be awarded for a complete knowledge of gardening, both theoretical and, practical, the following regulations should be distinctly agreed upon:

1. The pupils are to receive practical instruction in summer, and in winter both practical and theoretical.

2. The pupils are to have their board and washing free.

3. As soon as the institution becomes self-supporting, and, owing to the industry of the pupils, there is a surplus, as was the case in both the dressmaking house and army clothing factory in

London, the pupils are each to receive such a proportion of it as corresponds to the work they have accomplished.

4. All extra work is to be paid for.

On the other hand the pupils should bind themselves:

1. Not to leave the institution before the end of the time agreed upon, unless in certain exceptional cases and with sufficient reason. A stipulated sum should be required from the pupil as a forfeit in case of non-compliance with this rule.

2. To work regularly during the required number of hours.

3. To apply themselves to the work of the household, the preserving of fruit, and all the small domestic duties, which are not only important to the present comfort and well-being of the family life, but which are also a means of education for the coming duties of housekeeping, and which bring the true life of the family into relation with the best culture.

With this view it should be an especial object with the institution to make itself a model in these respects.

It should make use of all the latest inventions in all that relates to the house and kitchen and proves itself to be a question of usefulness and comfort.

A MYSTERY.

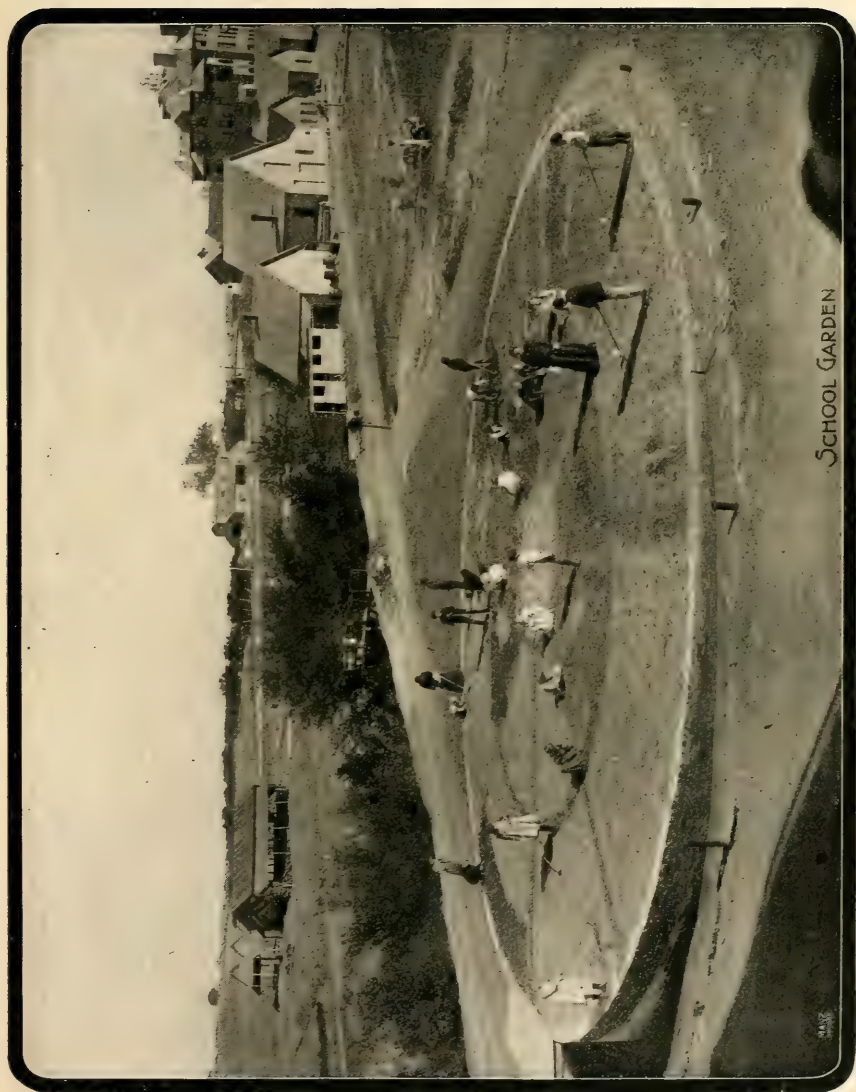
ALICE DAY PRATT.

WHERE chill of winter lingers late,
 A throbbing cry of mate to mate.
 An instant of love's ecstasy
 Mid leafy splinterings of the sky.
 A faultless building—cell on cell
 In the still gloom of vaulted shell.
 A helpless time of dreams and rest
 In downy safety of the nest.
 Then, poised on wing for airy flight,
 This perfect thing of life and light,
 This darting flame twixt earth and sky,
 This feathered beam illusory,—
 This voice from out the shadows heard,—
 This spirit-thing we call a Bird.



SCHOOL GARDEN - GLENWOOD INST. 1901

Feeble-Minded Children in their own Flower Garden, Glenwood, Iowa.



Circular Garden showing Feeble-Minded Children of Glenwood, Iowa, beginning work in Spring.

THE IDEAL OF NURTURE.*

SUSAN E. BLOW.

THE distinctive merit of the kindergarten is its proclamation of conscious nurture as a universal and compelling ideal. We may outgrow all the instrumentalities through which it now seeks to embody this ideal. We may increase and improve its gifts and occupations. We may create new and more beautiful plays, pictures, and stories. We may, in time, call forth a genius who will write a more profound and tender Mother-Play. But to Froebel must belong forever the glory of having first appealed to humanity to consecrate itself to the high privilege of nurture, and of having defined so clearly what nurture implies that the imperative ideal can never again cease its knocking at the gate of conscience.

The name which Froebel gave to the institution he founded suggests the ideal he was seeking to embody. Gardens are not wild nature, but "nature mingled with man's mind." The gardener recognizes that each plant is a plastic energy which obeys an inward tho unconscious ideal. He can modify plants only as he influences them to modify themselves. Planting them in prepared soil, granting them their requisite supply of heat and moisture, giving them plenty of room to grow, watching, tending, grafting, and, if need be, pruning them, he aids them to vent their energies in such ways as to secure their healthy development.

This analogy suggests the first specification in the Froebellian ideal of nurture, which is that nothing shall be poured into the child, but that the privilege of the kindergartner is to incite him to pour out himself. Giving expression to what is in him he shall begin to discover what he is. Piqued by the contrast between the object in his mind and his crude product, he shall freely submit himself to the drudgery necessary to acquire skill. Stimulated by production to investigation he shall produce himself as student, and seek with reverence and docility to appropriate the rich treasures of human experience. Thus play, or self-expression for the mere sake of self-expression, marks the earliest period of development; constructive work, or the production of consciously-planned objects, characterizes the second period; study, or the

*Read before the I. K. U. at Boston, 1902.

temporary ascendancy of the learner over the doer, distinguishes the third period, while the goal of the whole educational process is the man or woman capacitated by assimilation of the wisdom of the race for the highest practical efficiency and the most resolute and loving self-devotion.

The kindergarten receives the child at the climax of that first period of development during which the free energy of the soul vents itself in the form of play. Its distinctive feature is, that into the form of play, which is the form of freedom, it pours those rational ideals which are the substance of freedom. Thru this infusion of the ideal it makes play the first instrument for conquest of the external world and the spontaneous self-incitement of the soul to self-mastery.

Had Froebel only emphasized the fact that mental life like physical life works from within outwards, and that play is the highest reach of childish activity because it is "self-active representation of the inner life from inner necessity and impulse," he might have become the greatest of educational anarchists, but he could never have been the wise and tender apostle of nurture. His claim to our admiration and gratitude is, that having recognized that since mind develops thru self-expression we must not pour into the child, but help him to pour out himself, he advanced to the farther question, What self shall the child pour out? and answered unequivocally, he shall pour out the rational self, which is implicit in every human being, that self which is defined in the course of history, revealed in art, literature, religion, incarnated in institutions, and interpreted in philosophy. Latent in each child of man is that generic humanity which has wrought all these marvels. Therefore in their spontaneous play little children try to repeat the typical deeds of mankind. Their attempt is self-defeating because it is blind, and their plays are not pictures, but caricatures of human effort and achievement. Taught by his genius what little children were trying to do, Froebel came to the help of nascent humanity with the ideal of nurture and the instrumentalities of the kindergarten. By wisely abetting the child's efforts to dig, sew, weave, build, dance, sing, model, draw, and paint, he made these traditional games and occupations a means of approach to the practical and fine arts, and a primal revelation of will as the power which converts matter to human uses and informs it with human ideals. Then, seizing upon those

imitative plays wherein the children of all nations and all times have tried to picture the domestic, social, industrial, political, and religious life into the midst of which they are born, he evolved a series of dramatic games thru which the playing child begins to discern the lineaments of his ideal selfhood, and thus to recognize the difference between what he is and what he ought to be.

Reverting to the analogy of the garden as a place where human intelligence assists the struggle of nature, we may remind ourselves that inferior plants are improved by grafting upon their stock a scion or branch of some more highly developed plant of identical or nearly allied type. Grafting does not diminish the energy of life within the plant, but utilizes it to a finer result. It enables the wild briar to produce garden roses and the crabapple tree to yield large and luscious fruit. The superiority of the grafted plant is due to the fact that the scion is allied in the form of its energy to the stock upon which it is grafted, but has already developed the higher potencies of this energy. In exact analogy with this procedure the kindergarten grafts upon the instinctive plays of universal childhood the higher realization of their own ideal, and thus while preserving unimpaired the form of freedom, makes play the first means of revealing, developing, and confirming the colossal as opposed to the petty selfhood.

It is because Froebel's apotheosis of play is not yet generally understood that too many existing kindergartens caricature his method and too many critics confound his ideal with the practice of his blind or half-seeing followers. Any person who asserts that the kindergarten is a place where children should play what they choose, as they choose, proves that he has mastered but one aspect, and that the less original aspect of Froebel's thought. Recognition of "the deep meaning that lies hid in childish play" is as old as Plato, and in Froebel's own time this meaning had been brilliantly disclosed by many great writers. No educator today questions the value of free play. No educator denies that thru the untrammelled exercise of his own proclivities the child reveals and establishes his individuality. No educator challenges the assertion that without free play the child would lose all originality and become a mere machine. No educator refuses assent to the proposition that in his free play the child should not be interfered with, but should be left to exercise his powers according to his own caprice. On the other hand, no disciple of Froebel

who has the least insight into his educational ideal will claim that free play belongs in the kindergarten. The child does not need the kindergartner to help him do what he pleases, as he pleases, neither does the kindergartner need two or three years of training to enable her to accomplish this feat.

To deny that Froebel attempted to rationalize play is our first offense against the great apostle of nurture. Our second and more heinous offense is the claim that in later periods of education he wished to preserve even the form of play. In common with all educators worthy of the name he recognized the ineradicable distinction between play and work, but he advanced upon other educators thru tracing the process by which childish play passes over into work, and by creating the kindergarten to abet the evolutionary effort of the mind. If we accept the formula of science, that all differences of kind result from the gradual accumulations of differences of degree, we must recognize that Froebel has done original and valuable service in abetting the process of mental evolution, and if we study fairly the results of his method as carried out in the best kindergartens, we shall be convinced that it increases power of attention and love of work.

The tendency to transform the kindergarten into a playroom where children act out their own caprices is simply one manifestation of a spirit visibly at work in many other spheres. In our family life it is depriving children of their only natural and inalienable right—the right to pass the period of childhood in an atmosphere of love, faith, and obedience. Parents are so afraid of attacking the child's freedom that they make him an anarchist, and foster in him from the hour of birth the feeling that his whole little world must adapt itself to his whim. The worst faults are met with timid protest, and righteous indignation against all that is base, cruel, and impure is dead as that faith in a moral and militant universe, whence it originally proceeded. From a home where his caprice has been his only law the child too often passes into a kindergarten where caprice is both theoretically and practically extolled as the great instrument of education, and where nothing is required of any mother's darling but that which he himself elects to do. From this caricature of a kindergarten he is promoted to a school where his own ignorant preference determines his studies, and whose teachers, beguiled by the seductive word "interest," relax moral discipline and lose all power to incite

attention. During the whole progress of his so-called education he is reading books which celebrate the exploits of detached and self-sufficient boyhood and youth. What wonder that by the time he is sent to college or thrown out into life he has confounded the idea of freedom with the idea of omnipotence, and has been confirmed in the ruinous fallacy that the universe exists for his sole behoof.

The original germ of the pestilent malady which has attacked our family and school life, and whose ravages, were this the fitting time and place, might easily be shown also in our industrial, political, and religious life, is a sometimes conscious, but more often subconscious definition of freedom which preserves its form, but destroys its substance. No man is free who does not himself decide freely what he will do. No nation is freely governed which is not self-governing. No church respects the freedom of the soul which imposes upon its votaries uncomprehended dogmas. True—and yet no man is free—who, however freely he chooses what he will do, chooses to do evil; no nation is free which has not raised in rational laws bulwarks against human passion, and no religion is free save one that knows and declares the true God—the Being Himself eternally free and eternally the conferrer of freedom. Mere spontaneity without rational ideal is the freedom of Caliban—"Freedom, freedom, heyday, heyday freedom!" It is the freedom which Tennyson describes as "Freedom free to slay herself and dying while they shout her name." It is the freedom which Goethe satirizes in Auerbach's cellar—"Where boon companions filled with wine declare they feel like swine," so cannibalic jolly. Upon which Mephistopheles sarcastically comments, "See now the race is happy, it is free." It is the freedom-destroying freedom whose dialectic has been once for all traced by Shakespeare, a freedom wherein—

Each thing meets

In mere oppugnancy. The bounded waters
Should lift their bosoms higher than the shores,
And make a sop of all this solid globe;
Strength should be lord of imbecility,
And the rude son should strike his father dead;
Force should be right, or, rather, right and wrong,
Between whose endless jar justice resides,
Should lose their names, and so should justice, too.
Then everything includes itself in power,
Power into will, will into appetite;
And appetite an universal wolf,
So doubly seconded with will and power,
Must make perforce an universal prey,
And, last, eat up himself.

The truth is that no man knows how to be free until he has been educated for freedom. From its original slavery to the sensations stirred by organism and environment mind emancipates itself thru commanding itself to attend to one thing and neglect all others. Hence the individual is capacitated for intellectual freedom thru the athletic discipline which constantly raises attention to a higher power. In like manner he is qualified for moral freedom by that warfare between his lower and higher nature incited by directing his attention to moral ideals, and he has achieved such measure of political freedom as he now enjoys thru that age long struggle which has defined the rights which political freedom implies. Political liberty does not mean do as you please any more than does moral or educational liberty. Political liberty means the right of each individual to be secure in his person, house, paper, and effects; it means freedom of speech, of the press, and of religion; it means even for the criminal the right of trial by a jury of his peers; it means for all citizens education and the possibility of participation in the governing power. We are so accustomed to all these specifications in the idea of freedom that we sometimes forget that they do not come by nature, and ignore the fact that until a people learns them it cannot be free. Let us remind ourselves that for a single implication in the idea of freedom (the relationship between taxation and representation) our Revolutionary war was fought, and that because we ourselves violated in practice a principle of freedom which we had proclaimed our land was drenched with blood during four terrible years of civil conflict.

Substantial freedom is never a dower. It is always an achievement. When, however, any individual has himself learned how to be free he can nurture other individuals into freedom, and when a great people has learned how to be free it can nurture less advanced people into freedom. Such nurture is possible because all ideals of freedom, whether intellectual, moral, or political, are concrete definitions of that self-shaping energy which is the true self in every individual, and which in all individuals is alike. What do we mean when in our Declaration of Independence we affirm that all men are born free and equal. Surely thru the coercion of heredity and environment all men are born unfree. Surely thru differences of natural endowment and opportunity all men are born unequal. Shall we, therefore, confess with Rufus

Choate that the great instrument from which we date our national life consists after all of mere "glittering generalities," or have we eyes to discern with the seer of Concord its "blazing ubiquities"?

Strange as it may seem to all who have learned to know their true selfhood, most of us confound our selfhood with the nature with which we were born. Really, this so-called nature is nothing but the matter which is given to the individual to transform precisely as the whole world is given to man collectively. The mere deposit of ancestral deeds in nerve cells and brain fibers is not *you*. *You* are the energizing spirit who is to seize upon this given material and build therewith. Even the character you build is not *you*, for incited by false ideals you may build a character which, later, you, the wise judge, shall condemn to be torn down. Your nature is what your ancestors made by deeds. Your present character is what you have made by deeds. Your true self is the self-making, self-unmaking energy which teaches some nerve cells new reaction, which atrophies others by disuse, which refuses to be bound by past failures, which scorns to be the slave of past successes, but ever young, fresh, radiant with divine activity, achieves the peace of eternal self-creating.

With insight into this truth we know that the author of our great Declaration was right, tho perhaps he may have written better than he knew. By nature man is a slave; nevertheless he is born free in virtue of his power of self-making. From the point of view of endowment and opportunity inequality is the law of our life; nevertheless, since each man is a self-shaping energy all men are equal, and before this supreme and final equality the greatest temporary inequalities vanish. Enlightened by this truth we know that the immaculate conception is no isolated miracle of history, but the perpetual miracle of human experience, and that every man claims with right "heredity from God." Therefore, to free the meanest slave the hero may gladly shed his blood; therefore, to redeem the cannibal the missionary may wisely accept the possibility of martyrdom; therefore, in consciously nurturing the divine self in the little child the mother and kindergartner may enter into a joy unspeakable and past finding out.

The thesis I have been maintaining is that freedom and nurture are correlative ideas, and that because man is a free, self-shaping energy, he can be educated to realize the ideals of freedom. If, however, I have succeeded in pointing out the difference

between mere spontaneity and rational freedom, you will anticipate the statement that the converse of my thesis is also true, and that the child, the savage, the ignorant man, the evil man, need nurture, not because they are free, but because they are unfree. Hence the aim of nurture itself is to lift its object beyond the need of nurture. When the child matures, when the ignorant man learns, when the evil man reforms, he passes out of the realm of nurture into the realm of justice, which, granting him absolute liberty to choose his deed, holds him accountable for the choice he makes with all its consequences. The youth ready to undertake his share of the world's activity enters as member into the great institution of civil society, to come under its stern law, that he who will not work shall not eat. He enters social and political life to come under the sterner law, which metes to him the reward or penalty for his every deed. The great problem of all education is by nurture to capacitate for freedom, and in proportion as the capacity for freedom is developed, to deliver the object of nurture even from its own influence. With this problem our greatest educators and greatest statesmen are wrestling today.

Since, however, the world will always have its infant individuals, and for many ages is sure to have its infant races and nations, I hold that while Froebel achieved a practical revolution in the education of little children, by embodying in the kindergarten games and gifts the ideal of conscious nurture, he began a far greater revolution by his definition of this ideal, and by his appeal to all mature humanity to accept its high privilege. The deepest implication of his thought is that correlation between the ideal of nurture and the ideal of potential as opposed to actual freedom, which I have tried to indicate. Since the child is a self-making energy he cannot be molded by external pressure into the image of an ideal in the mind of the educator. Since he is not only a self-making energy, but possesses likewise a nature deposited by ancestral deeds, and since he himself is blind to the difference between his true selfhood and his merely natural propensities, it is a parody of education to claim that he shall determine what he is to do and how he is to do it. But since the self-making energy which constitutes his true selfhood is in every individual, and is the same in all individuals, since it is defining itself in history and revealing itself in human institutions, the educator who knows its nature can influence its manifestations,

and thereby help the child to a higher and more balanced development. It follows that those who would enter upon the privilege of nurture must themselves be nurtured into nurturers, and the implicit logic of Froebel's life reached its explicit conclusion when, in his reverent age, he stood among the eager girl students to whom he declared his ideal, and in whom he fanned to flame the spark of self-consecration. At Liebenstein the great apostle of childhood became also the apostle of womanhood. Thru the kindergarten he had transfigured the nursery and the elementary school. With the establishment of the first kindergarten training school he began a movement whose final triumph shall be the conscious education of maidenhood for the supreme vocation of womanhood.

Are we not all beginning to feel that there is some crying defect in the education we give to young women? Do we not sometimes wonder why, since the majority of women are to be wives, mothers, and home-makers, we fail to prepare them for these vocations? Does it take long years of practice to master a musical instrument, and yet may any woman by mere natural instinct play upon that most delicate of all instruments, the soul of a young child? Is good housekeeping a gift of nature, or may it be that the waste in some homes, the unpalatable and indigestible food in others, the want of taste in others, might be prevented by a better education? May it be because we do not teach young women the things they ought to know that the unrest of women waxes every day, and that impulses and tendencies which are developing an increased momentum threaten to make the men of all civilized races nomads without families and without homes? And, finally, must there not be something radically wrong in an education which is obscuring in the minds of young women the ideal of sweet reasonableness, which is quenching in their hearts the impulse of self-devotion, and which is taking from their manners that gracious courtesy and charm which are the outward and visible signs of modesty, gentleness, and self-control?

Men of science have made us familiar with the fact that when for the first time a mother forgot herself in caring for her babe, nature emerged from darkness into the morning twilight of her last and greatest creative day. The light which in that silent and dateless moment dawned feebly in the heart and upon the world now blazes in the solar ideals of ethics and religion, and kindles

countless responsive flames of patriotic service, philanthropic devotion, and pious self-surrender. Consciously repeating the unconscious process of social evolution, Froebel places the little child in front of the great army of advancing humanity, and in his cry, "Come, let us live for the children," utters in articulate speech the ideal whose blind impulsion set in motion the drama of human history. The feebleness and helplessness of infancy called forth the impulse of nurture and created mothers. The dependence of mother and child called forth in man the impulse of protection and created husbands and fathers. The close and constant intercourse between members of the primitive family quickened a sense of parental, filial, and fraternal obligation, and stirred in the depth of the human soul its first faint presentiment that "man is made of social earth."

Since all higher institutions have been evolved from the family, and since the creator of the family was the baby, evidently the baby was the founder of civilization, and civilization should do all she can for him who has done so much for her. Or, to be serious, since blind nurture was the moving force in the original drama of social evolution, may not a conscious and compelling ideal of nurture qualify us to reenact this drama in a higher form, and may not the prolog to this new drama be the dedication of woman thru a sufficing education to her supreme vocation?

Those who are familiar with the work of the best kindergarten normal schools know that they give something which students do not get either in school or college, and there is developing so strong a sense of the value of this distinctive gift that I expect in the near future either to witness the invasion of the girls' college by the kindergarten, or to behold a general evolution of kindergarten colleges which shall supplant all institutions where that impulse of nurture which originally created woman, and which must give her forever her distinctive type, is ignored in her education. For while the true woman craves higher education, and rejoices in the expansion of her personality, she is unwilling "to deck herself with knowledge as with a garment, or to wear it loose from the nerves and blood that feed her action." The kindergarten training school says to her: "Learn all you can, be all you can, and then use all you are and all you know to uplift, fortify, and illuminate that nurturing activity to which nature has devoted you, for which history has prepared you, and to which you are

forever called by the appealing voices of the feeble infant, the helpless child, the erring youth, the despondent toiler, the sufferer racked by pain, the mourner sinking in a flood of sorrow, and the sinner heartbroken by the vision of what he is in the light of what he ought to be. Thus lifting the aboriginal impulse of womanhood into a conscious and compulsory ideal, the kindergarten satisfies both the new and widely-felt craving for self-culture and the radical feminine need of self-consecration. When I am in my most hopeful mood I dream of a great college for young women where this phase of the Froebellian ideal may receive a more adequate development than has been possible hitherto. The city that first establishes such a college will take the next great step in the forward march of education.

Froebel did a great deed when, having clearly defined the ideal of conscious nurture, he sought its practical embodiment in the kindergarten. He did a greater deed when, recognizing that thru nurturing activity mere feminine humanity is lifted into womanhood, he established the first kindergarten training school. But he did his greatest deed when, having risen to the thought that nurture was a duty obligatory upon man no less than woman, he declared that the final goal of all education was to nurture nurturers. "Answer me," he says, writing to fathers and mothers, "answer me but one question. What is the supreme gift you would bestow on the children who are the life of your life, the soul of your soul? Would you not above all other things render them capable of giving nurture? Would you not endow them with the courage and constancy which the ability to give nurture implies? Mother, father, has not our common effort been directed toward just this end? Have we not been trying to break a path toward this blessed life? Has not our inmost longing been to capacitate our children for this inexpressible privilege?"

Much educational practice is feeble and vacillating, because neither parents nor teachers know just what they want to do. Froebel is splendidly consistent because his ideal never wavers. Recognizing that one great object of education is the nurture of nurturers, he takes every step with his eyes fixed upon this goal.

In view of the grand privilege to which the new age invites the world, must we not recognize that the farthest sweep of Froebel's prophetic vision is that the ideal of nurture is not exhausted in its application to infancy and early childhood, neither does it

bind the conscience of woman while leaving unbound the conscience of man. Indeed, the more heroic work of nurture must be done by men, or must in large measure remain undone. Every modern nation harbors in its midst savages, barbarians, pagans, and, worse than all of these, degenerates of many kinds. Nevertheless, while all varieties of intellectual and moral type coexist in the modern world, that world as a whole is inspired by a new ideal. Past epochs of civilization granted freedom and opportunity to individuals and to classes, and their proudest achievement was the production of great personalities. But no ancient nation even dreamed of claiming for all men freedom and opportunity to seek life's highest ends. Today we flout the idea that the world exists for the benefit of an elect minority, and demand for the whole of humanity every right that we claim for ourselves. This demand of our own souls can be satisfied only as we consecrate ourselves to new duties, and supremely to that duty of loving nurture thru which alone men can be capacitated for freedom. The savages of America must be nurtured into civilization. The pagans in America must be nurtured into Christianity. Nor is our duty done if we limit our nurturing activity to our fellow-countrymen. We stand at the dawn of a new era, an era wherein great Christian nations are called upon to devote themselves to brave and loving nurture of barbarous and arrested peoples. To refuse this call by selfishly exploiting such peoples for our own advantage will mean to forego our supreme privilege. To respond to the appeal of the new historic era by a universal extension of the ideal of conscious nurture will mean the realization of man's long dream of a golden age.

I have made confession of three articles of the kindergarten creed. We believe in conscious nurture of the free self-activity of childhood. We believe in the consecration of woman to a nurturing life. We believe that men and nations should participate in woman's supreme privilege. The fourth article of our creed gives the reason for the justification of all the others. We believe that God is the supreme nurturer, and that the world is the cradle wherein he nurtures nascent humanity so that it may grow into his image. "I count it," says Emerson, "a sufficient explanation of that phenomenon we call the world that God would educate a human soul. The nurturing activity which satisfies

Omniscient Love thru all eternity may well appeal to what is likest God in the human soul."

The final source of all ideals of life is the character of the Being from whom the universe is supposed to originate, by whom it is sustained, and approximation to whom is the impulsion under which it moves toward its far-off goal. Thus the despotisms of Asia are imitations of the despotism of Brahm, and the mental arrest of Asia is an object lesson on the blight of intellect by the doctrine of a supreme principle which is not akin, but antagonistic to, human personality. Such freedom as occidental nations have thus far achieved is the direct outcome of belief in a social and self-communicating God, ever calling forth from the abyss of nothingness souls free like himself, and to whom he gives an infinite universe as a theater of activity and an instrument of education. To know such a God is to be inspired with the correlative idea of freedom and nurture; for only the free soul can be nurtured and only conscious nurture can respond to the need of the free soul. It will always be true that—

He only earns his freedom and existence
Who daily conquers them anew.

It will always be true that the "eternal womanly," or that divine nurturing activity, whose fairest natural analog is mother-love, makes possible the struggle for freedom and assures to it a certain victory.

"**T**RUTH is within ourselves; it takes no rise
From outward things whate'er you may believe,
There is an inmost center in us all.
Where Truth abides in fulness; . . .
. and to know
Rather consists in opening out a way
Whence the imprisoned splendor may escape
Than in effecting entry for a light
Supposed to be without. Watch narrowly
The demonstration of a truth, its birth,
And you trace back the influence to its spring
And source within us, where broods a radiance vast,
To be elicited ray by ray as chance shall favor."

—Robert Browning, *Paracelsus*.

TWENTY KINDERGARTEN TRAINING SCHOOLS.
WHAT THEY TEACH AND HOW AND WHY—ALSO
REPLIES OF LEADING KINDERGARTNERS
TO IMPORTANT QUESTIONNAIRE.*

VIRGINIA E. GRAEFF, CLEVELAND.

VIII.

(LAST OF THE SERIES.).

WE have classified all work as "Public" which is in connection with the public schools. We have used the term "private and institutional" when the work of an association or institute was designated, and the word "private" we have used in connection with a private school or kindergarten.

Besides Mrs. de Leeuw's answers giving the foreign view point as modified to suit the conditions of an American public school kindergarten, we have received sixteen replies from nineteen kindergartners. In two sets of answers more than one person is represented.

We give the list of names arranged alphabetically of those who have replied to the questions.

Buffalo.—Miss Lois S. Palmer, graduate of the Armour Institute Training School; Miss Marie E. Morris, graduate of the Buffalo Free Kindergarten Training School; Miss Margaret Chandler, graduate of Buffalo Free Kindergarten Training School. All three of these kindergartners are in the Buffalo public schools.

Boston.—Miss Lillian B. Poor, graduate of Miss Symond's Training School (Miss Poor's kindergarten is in the Boston public schools). Miss Jessie M. Baker, a graduate of the same training school, is in charge of the Settlement Kindergarten of the Elizabeth Peabody House. Work private and institutional.

Chicago.—Miss Bertha Wheeler, a graduate of the Chicago Kindergarten College, is the director of a public school kindergarten; Miss Clara Strong, a graduate of the Chicago Kindergarten Institute, is the director of a public school kindergarten. Miss Annie Allen, a graduate of Louisville Free Kindergarten, is the director of the kindergarten in the School of Education in connection with the University of Chicago. Work private and institutional.

Cleveland.—Mrs. Alida E. de Leeuw, a graduate of Madame Van Calcar's Training School in Holland, is the director of a public school kindergarten.

Erie.—Miss Amelia Spencer, who has passed away during the past year, was a graduate of the Erie Training School and was engaged in private work.

Louisville.—Miss Mary D. Hill was trained at the Louisville Free Kindergarten Training School, and her kindergarten was in a public school tho supported by the association.

Milwaukee.—Mrs. Hattie Burmeister, trained in Germany and at the Milwaukee State Normal School, director of a public school kindergarten.

New York.—Miss Jane L. Hoxie, a graduate of the Kindergarten Department of the Oswego Normal School; Miss Frances Jacobs, graduate of the Normal Kindergarten Department of the Ethical Culture School—both teaching in the kindergarten of the Ethical Culture School. Miss Haven, the principal of the Kindergarten Training Department of the Ethical Culture School, also suggested some of the answers from this kindergarten. This work is private and institutional. Miss Wood, a graduate of the Kindergarten Training School of the Pratt Institute, is the director of the Pratt Institute Kindergarten; Miss Nicholson, a graduate of the same training school, is a director of a kindergarten under the Brooklyn Free Kindergarten Association. This work is private and institutional.

Toledo.—Miss Cora Alice Law is a graduate of the Misses Law's Kindergarten Training School. The kindergarten is private. The answers were compiled by the Misses Law.

SUMMARY AND REMARKS.

GIFTS AND OCCUPATION.—I. *a.* The answers indicate, the simplest way of using gift and occupation is, with the younger children, to work almost entirely thru imitation, suggestion, and free play, and, with the older children, to guide them thru "definite directions" and dictation. With the younger children "the feeling side" is emphasized; with the older children a more direct appeal to the intellect is made. These answers seem to us comprehensive and excellent.

b. In regard to the use of number, form, and design with older and younger children, the answers generally suggest that these

ideas are, with the younger children, given incidentally; with the older children, as ends in themselves. A few answers indicate that number, form, and design are not given unless the play at that time occupying the children renders these ideas helpful for illustrative ends, otherwise they are deemed "forced knowledge."

c. Only four kindergartners report a use of all the gifts and occupations. Those who choose from them all deem the building-gifts, clay, sand, drawing, color work, free cutting, and folding the most important.

d. As to the larger use of material, the majority use it as supplementary to the smaller. Only two kindergartners use the larger occupation material entirely. We regret to learn that pricking is still followed in some kindergartens, as the strain upon the eyes has been proved to be detrimental to young children.

e. In regard to supplementing the gifts with nature material, constructive work and basket weaving, we learn that the majority use nature materials, only three replying in the negative; that all but six use constructive work. As one answer does not mention it, we infer it is not used, and that while one correspondent makes no mention of basket weaving and seven deem it too difficult for children of kindergarten age, those who use it speak of the enjoyment it has given to the older children.

HOUSEHOLD WORK AS SUPPLEMENTARY TO GIFT AND OCCUPATION.—2. Seven kindergartens have household work as a regular part of their program, four do not have it, three have it occasionally. It seems to us that the community life would be broadened, the sense of social obligation deepened, and the spirit of helpfulness fostered if children could be trained to be helpful in the home. The working mother, as a rule, does not do this for lack of time and a non-comprehension of its helpfulness to the child and the home; the mothers of the rich do not do it for various reasons. This lack in early training is rarely made up in after life. In consequence, in the eyes of many children, as well as of those of an older growth, household work is looked upon as menial drudgery. To put the creative spirit into such work would reconstruct it and, for a small portion of each day, a kindergarten child thus trained would be greatly the gainer. With the work *rightly presented* no principle of Froebel would be sacrificed, as we claim for it not only physical, ethical, moral, and social training, but as giving an

outlet for the creative impulse and the constructive imagination. We know of one kindergarten where this line of work is introduced in a way that is a joy to witness; where myth and song and story are woven about the household and its associations in a manner that dignifies and ennobles it, putting it on a basis both scientific and spiritual.

STORIES, SONGS, GAMES.—3*a*. The next questions, pointing to the difficulty of typical stories, songs, and games, and asking for examples that experience has proved to be beyond the capacity of the ordinary kindergarten child to follow, bring the following answers:

Seven kindergartners answer affirmatively in regard to the too great difficulty of typical stories, four negatively; two speak of the necessity of adaptation in regard to all things told in kindergarten, two imply by their answers such a necessity. The examples cited of songs, stories, and games in current use that have proved too difficult for kindergarten children are as follows: "The Story of How Coal is Made," "All the Year Round Story," "Five Peas in a Pod," "Pegasus," "Clytie"; most kindergarten stories of history, biography, or mythology; many nature stories, and "A Lesson of Faith." In songs and games, "Rippling, Purling Little River" and the game of "The Miller" are cited as too difficult.

3*b*. The next question is in regard to "The Knights," if it has been understood by the children and if any suggestions can be given as to the retention of its principles and the simplification of its details. Five kindergartners reply negatively, as not using "The Knights"; three semi-negatively. Two of these latter play the game, one because of its attraction to the child thru activity, even tho in most cases the deeper meaning has been lost; one does not know how much the children understand about the Knights, but plays the game because they enjoyed it.

A third does not find the game understood, but thinks its principles may be so presented that the child gets the thought. Six kindergartners think the game understood; two present it in adapted and simplified form.

The manner of simplifying the form or its principle is suggested "thru stories of heroism nearer to the child's understanding," by the "story of Washington and Lincoln, of brave colonial children, of modern heroes," by the adaptation of the Knights to "the Cedric story" and to the story of a "Child Knight."

The last question under stories, songs, and games is in regard to the playing of the Froebel games, games of skill, race games, and the incidental games made by the children.

Eleven kindergartners play all the games mentioned above; one answer implies that the games are wholly incidental; one kindergartner plays Froebel games, race games, and games of skill, and no incidental games, or games made by the spontaneous activity of the children; another plays Froebel games, race games, incidental games, but no games of skill, and we again read of Froebel games and games of skill with no race or incidental games.

NATURE WORK.—The first of the three questions under this head reads as follows: 4*a*. How have you used nature work in your kindergarten?

The majority use nature work objectively, taking the children out of doors, bringing into the kindergarten nature products; one correspondent enlarges upon the use of nature products for broad work, form, number, design, and for reproduction in drawing.

Nature is taken subjectively for program, seasonal thought, etc.

HAVE YOU A GARDEN?—To this question, 4*b*, twelve correspondents reply in the affirmative; one, temporarily without one, hopes to have a garden in the future; two have "potted plants and window boxes"; one responds with regret in the negative.

HAVE YOU PETS? is the next question, 4*c*. In spite of the difficulties in the way eight answer affirmatively, either applying their answer to their past or present experience. Seven answer negatively. The suggestion of having visiting pets in the different kindergartens seems to us a good one. We know of pets that were loaned free of charge by a kind-hearted storekeeper to public school kindergartens.

PICTURES.—In answer to question 5, What use do you make of pictures in the kindergarten? 5*a*. How used by kindergartner? 5*b*. How used by children? We find the majority use pictures for illustration of program or story by the kindergartner and for beautifying the room, and by the children to make scrapbooks and to frame for presents. Only one correspondent speaks of their value in language training, and as a training of the child's powers of observation. The suggestion as to few rather than many pictures is good, and we think the idea, supported by a kindergartner, of a growing picture gallery "which the children help to make" is

excellent. We have lately been interested in a loan collection of pictures which was shared by a group of kindergartens. The observations made by the children on these pictures were of great interest, and gave us "the mind of the child" in a way that we found to be developing to him and helpful to us. As an aid to child study, pictures in the kindergarten are not yet adequately used.

BLACKBOARD.—6. How is the blackboard used (*a*) by kindergartner and (*b*) by children is our next question.

In the majority of kindergartens the blackboard seems to be used by both kindergartner and children; only one correspondent states that it is not used by children and one implies that the children do not use it. Three answers imply that it is not used by kindergartners, and one report states that "it is not used extensively"; two answers only mention mass drawing by the children, we presume the majority use outline entirely. It seems to us that both have their place in children's work; the race from the beginning has used both kinds of drawing as means of expression. One or two excellent sentences in these reports seem worthy of comment when we are told that "the child's expression should precede the teacher's," and that children should be "encouraged to use the large movements and to work in mass," and that the kindergartner uses the blackboard for "rapid work as the story goes on, and also the suggestion that the blackboard may be used with "an eye to permanency *while the subject is up for discussion.*" The latter half of this sentence renders it admirable; too often chalk drawings, because they are good, are made to take the place of permanent work long after the reason for their existence has passed. The blackboard should never take the place of art in the kindergarten. We agree with one of our correspondents in terming it "invaluable" for use when such use is rightly interpreted.

Tho the blackboard is used by the majority of kindergartners for illustrative purposes, only twice do we read of its being utilized "to tell a story," or for "rapid work as the story goes on." Blackboard sketching has yet to be more generally cultivated in our kindergartens. We must acknowledge that the best primary work is in advance of us in this respect.

DRAWING AND COLOR WORK.—7. How used in your kindergarten: *7a*, by kindergartner; *7b*, by children? The majority with

the children use drawing and color as a means of free expression; to illustrate thought, tell picture stories, make calendars. Only one correspondent mentions the use of Froebel drawing which free work seems to have superseded. Two answers only mention the use of outline, and one of these points to it as a step toward free work. Pencil crayon, colored crayon, brush work with water color are used. Color is also used in number, form, and thru nature work. Only seven answers state or imply the kindergartner's use of drawing and color; the use of this valuable means of expression seems universal in its application to the children only.

We believe the day is not far distant when the kindergartner will sing and play, draw and paint, with the same ease with which she speaks.

GRADED WORK.—Twelve answers suggest or imply an approval of grading the work of children of different ages; three correspondents do not feel this necessity, one of the three thinking the kindergartner can adequately adapt her work without separating the children, who in this instance are four and five years of age. Those who approve of grading either have successfully followed the plan, or generally indorse it, of having separate rooms after, or circles for, the children of different ages for work adapted to their stage of development, but of uniting them at special times for common ends. A book of stories, songs, and games for three and four years would be helpful in this connection.

THE QUALITY OF HUMOR IN SONG, STORY, AND GAME.—*9a.* In addition to the two Neidlinger song books the following list is given: In "Instrumental Sketches," and in music descriptive of animals and nature in "Music for the Child's World," compiled by Mari Ruef Hofer; in "Mother Goose, or National Nursery Rhymes," set to music by J. N. Elliott; in "The St. Nicholas Song Book"; in "Eugene Field's Song Book"; in the music of Reinecke and L. E. Orth's group of "Songs without Words Founded on Mother Goose"; in "Brownie Songs" and "Brownie and Goblin Music"; in "The Little Gardener" in Mrs. Knowlton's Song Book; in "The Brownie Song" in The Gaynor Book, and in "The Surprise," author not given. To this list we add the humorous child song found in the Hailmann Song Book, "I Saw a Ship a Sailing."

We regret that in this list the authors and sources of all the music are not given by our correspondents.

The following list of stories appropriate for kindergarten use, outside the works of Mrs. Wiggin, Miss Nora A. Smith, and Miss Poulsson, is given to illustrate the quality of humor; we regret that many of the names of author and publisher are not mentioned: some of the poems of James Whitcomb Riley, of Frank Dempster Sherman, and Robert Louis Stevenson, notably "The Gardener," in "A Child's Garden of Verses," by the latter. Some of "Uncle Remus Stories," by Joel Chandler Harris; some of Miss Alcott's stories, "Pictures and Rhymes, by Peter Newell; "The Little Gray Pony," by Maud Lindsey; "The Untidy Cat and the Neat Little Mouse," by Sara E. Wiltse. The following stories are given without the names of author or publisher: some jingles from "Father Goose," "Mother Goose," "Baby Goose"; "The Three Pigs," "The Three Bears," "The Monkey and the Tam o' Shanter," "The Monkey and the Peddler," "Johnny and his Sheep," "The Traveling Musician," "Araminta and Arabella," "The Story of Henny-Penny," and we are told that humor appropriate for the kindergarten can be found in many fairy tales, old folk stories, Indian and other legends, Brownie and animal stories. In a late number of the KINDERGARTEN MAGAZINE we refer our readers to the story of "Chicken Little," and we add to this list "The Bunnie Stories," by John S. Jewett, which years ago we adapted with success for kindergarten use. "The Gingerbread Man" we will also add, tho we are unable to identify it in connection with its author. We heard it told delightfully in a kindergarten and recall it from memory only.

One of our correspondents sends us a list of pictures which have in them the element of humor: "Dance to Your Daddy," "One Misty, Moisty Morning," by Lucy Fitch Perkins, published by Prang & Co. Another writes us that "some animal pictures produce laughter," and to this list we would add the illustrations of "The Bunnie Stories," by John S. Jewett. When these delightful stories came out in *St. Nicholas* years ago, the pictures were enlarged and reproduced in chalk on the blackboard to the great glee of our kindergarten children. The stories have to be adapted, as they were written for an older age than the kindergarten years.

THE TIME LIMIT of the periods followed in the kindergarten

exercises of our correspondents varies from five minutes to an hour. The majority favor periods of twenty-five and thirty minutes; one advocates periods of "a half hour or more"; one has a period of thirty-five, another a period of forty minutes, and two have periods of one hour. Tho the hour and forty minute periods have within this time limit a variety of play indicated, they seem to us far too long, as do any time periods for children of kindergarten age beyond twenty or twenty-five minutes." In Stewart Rowe's "Physical Nature of the Child," a recent valuable addition to child study literature, the author tells us that children of six years should not be asked to concentrate on any given subject for a longer period than twenty minutes. Earl Barnes says that from fifteen to twenty minutes should be the limit of concentration asked of a child under six years of age.

We recommend to our readers Mr. Rowe's remarks on "fatigue" and "the school curriculum."

For the past four years we have been experimenting in the Cleveland kindergartens with shorter time periods, and the majority of our kindergartners have acknowledged that these have proved beneficial to the children, and that the work has not suffered in consequence. Our periods are usually twenty minutes, except when we have the fifth gift or color work, at which time we allow twenty-five minutes for the exercise. The following is a time schedule arranged on this basis, now in operation in a public school kindergarten:

PROGRAM OF EXERCISES.

Time.		Minutes Daily.
8.30	Morning Circle	20
8.50	Prepare for March	5
8.55	March	10
9.05	Gift	20
9.25	Put away Gift	5
9.30	Second Circle	20
9.50	Recess	15
10.05	Singing	10
10.15	Lunch and Rest	20
10.35	Games	20
10.55	Occupation	20
11.15	Put away Occupation	5
11.20	Dismissal	10

SUMMARY OF THE ANSWERS OF THE FOREIGN KINDERGARTNER.—In gift and occupation a suggestion of the true play spirit is given, number and form are given incidentally, a choice in the use of gifts is observed, larger material and supplementary work encouraged. The home assistance given in making various objects, no matter of how crude material, has proved, in this kind of "constructive work," a link between home activities and the kindergarten.

HOUSEHOLD WORK.—Household work is encouraged without making it take the place of the gifts or occupations.

STORIES, SONGS, AND GAMES.—In the stories, songs, and games it is suggested that the kindergartner can adapt to suit the various ages of her children. The difficulties of time and tune are often to the music what too difficult words and ideas are to the story. Tho the Froebel Knight game is not advocated, its principles are used. The Froebel games, games of skill, and race games are played and incidental games encouraged. The "striving for a common ideal, not for individual victory," is emphasized in games of skill.

NATURE WORK.—Nature materials are used for occupation material and as a background for program. Window plants and visitor pets are used.

PICTURES.—The permanent as well as the incidental picture is used, and a loan collection of pictures has been used to give pleasure to the children, to illustrate thought, and to beautify the room, as well as to serve for child-study investigations, *i. e.*, a training in observation and language.

BLACKBOARD.—The blackboard has been used as a means of free expression by kindergartner and children, and as an illustration of free and directed drawings.

DRAWING AND COLOR WORK.—Used with equal freedom for illustrative work by kindergartner and children.

GRADED WORK.—This is left to the kindergartner's judgment; definite grading is not encouraged. In the kindergarten all the children are between four and a half and six years.

THE QUALITY OF HUMOR.—There are no suggestions given as to music or stories in which this quality is found, our correspondent thinking that the attitude of the storyteller gives the coloring, humorous or otherwise.

TIME LIMIT.—The time limit covers a period of from twenty

to twenty-five minutes, but our correspondent thinks the children could concentrate without detriment for a longer period of time. The only points in this paper that differ from the majority of the American answers are an indication of a greater freedom in the use of blackboard drawing and color by kindergartner and children; the fuller experiment with home constructive work and household work, and a broader use of pictures.

SUGGESTIONS.

In closing this summary we feel as we did in connection with the training school report, cause for congratulation on the excellent work these papers indicate. The answers, as a rule, show a progressive spirit, and we feel like congratulating little children in all parts of the country at having such good kindergartens in which they can play, develop, and be happy. One or two suggestions come to us after a careful reading of the papers which we recommend to thoughtful kindergartners. We ask the president and executive committee at the next meeting of the I. K. U. to appoint committees to consider and report at the meeting the year following on these subjects:

1. The grading and adaptation of songs, stories, and games for children of three, four, and five years of age.
2. The grouping in convenient lists of music and stories in which the quality of humor is found.
3. The consideration of the most practical uses for kindergarten purposes of blackboard, drawing, and color work.
4. The investigation of the subject of housework as a legitimate part of the kindergarten program.
5. Kindergarten constructive work with nature and other material.
6. The discussion of the time limit for either work or play viewed from the standpoint of the latest scientific research.

A presentation of these topics for discussion in the form of fifteen-minute reports would certainly be helpful. From the lists of songs, stories, and games suggested, two valuable books might be compiled and a need felt by many adequately met.

Then, a discussion of any subject giving various opinions, and carried on from a love of truth and without personalities, can but throw light on any problem, whatever its nature.

INTERNATIONAL KINDERGARTEN CONGRESS AT
BOSTON.

FIFTEEN HUNDRED KINDERGARTNERS—SEVEN REG-
ULAR PROGRAM SESSIONS.

BERTHA JOHNSTON.

THE Ninth Annual International Kindergarten Union meeting brought hundreds of kindergarten folk to Boston, April 23-26, 1902, and will continue to be stimulating so long as memory lasts. The unprecedentedly fine list of speakers filled the sessions with enough wisdom, inspiration, and edification to keep the kindergarten mind from drought and rust for many a long day. The outlook for the movement, from both a professional and propagative standpoint, is full of encouragement.

Boston wore the brightest of spring smiles, and we must confess proved a tantalizing convention place to one who has an affinity for such games as "The Rover" or "Little Travelers." One longed to play truant and to scamper up those winding side streets, with their enticing shops and antique, historic buildings, and to ruminate on the alleged evolution of the "calf-path." But the profession was strong in self-control and thronged halls and churches to overflowing. What an inspiring sight was the great audience on the opening night that greeted the great program when President Eliot, Dr. Pritchett, and Susan E. Blow presented their compliments to the equally great kindergarten movement, each so fine, so virile, so comprehensive. Huntington Hall, which seats fifteen hundred people, was obliged to turn away five hundred, while six hundred stood during the entire program. President Eliot's general remarks were quoted in the May issue of the KINDERGARTEN MAGAZINE, also those of Henry S. Pritchett of the Massachusetts School of Technology, and Miss Blow's superlative "Ideal of Nurture" is printed in full in this issue. This paper will endure to the end, a classic in Froebel literature.

The preliminary exercises in the Arlington Street Church were reported in the May issue of the KINDERGARTEN MAGAZINE. We will therefore confine ourselves to a brief outline of the reports of the four hundred or more delegates; reports which show encourag-

ing increase in the number of kindergartens established, the formation of mothers' clubs, and general activity and interest both in the kindergarten ranks proper and among those who are not kindergartners, but are appreciative of its meaning and influence. The reports are as follows:

DELEGATES' REPORTS.

The Eastern Kindergarten Association reported the largest membership it has known (523) in twelve years.

The Lucy Wheelock Alumnæ Association, Boston, rejoices in a growing Mothers' Club, which keeps in touch with the children in public schools.

The Albany Kindergarten Association announced thirty-five active members. Twelve lectures in twenty-four weeks were given on program work by Miss Blow and Miss Fisher, in Syracuse, Glens Falls, and other places. It represents twenty-eight active kindergartens and two training schools.

Pratt Institute Alumnæ Association has seventy-five members. The work is social, literary, and philanthropic. It supports a free kindergarten.

The Brooklyn Free Kindergarten Society provides a kindergarten with paid assistant. So necessary has its kindergarten become to the neighborhood that families refuse to move out of its vicinity. Five meetings are held each year of a literary, social, etc., nature. Child life in different countries has been the subject of one course of lectures.

The Buffalo Kindergarten Union reported not only its specific work, but also the kindergarten convocation held at the Pan-American last summer. This was addressed by Milburn, Hailmann, Mrs. Page, Miss Graeff, Miss Rosemary Baum, Miss Bertha Payne, Mr. Hughes, Professor Chubb, and Colonel Parker, his subject being "Unity," a good word to remember as his last.

Cincinnati reported twenty-eight kindergartens. Superintendent Boone is in sympathy with the kindergarten, and the sentiment grows in the city. One hundred and forty-six public school-teachers have availed themselves of the ten Saturday lessons offered by the training school.

The Chicago Kindergarten Club reported active meetings, with addresses by outside speakers, as well as discussion by members. The subjects covered this year were most vital. A special call

was that to support the sentiment for public school kindergartens. The kindergartners banded together to stand for these, and had been active in securing the coöperation of press, pulpit, and friends.

The Fellowship Club of the Chicago Kindergarten Institute spoke of a semiannual paper which keeps distant graduates in touch with their *alma mater*, and of a scholarship fund maintained by the *alumnæ*.

The Chicago Froebel Association report referred to the protest in Chicago against the uncertain situation there, and told also of an invitation from the University of Chicago to take its offices in the Fine Arts Building as headquarters. The association is located there now, and is in touch with the University.

The Chicago Kindergarten College *Alumnæ* Association told of a scholarship fund and lectures by Mrs. John Vance Cheney, Graham Taylor, and Arnold Tompkins.

A Bryan memorial fund of \$1500 has engaged the devoted efforts of the Chicago Free Kindergarten Association. The interest will be devoted to such object as is adjudged best each year by the executive committee, such as the maintenance of a scholarship fund, the increase of the library, etc.

The Connecticut Valley Free Kindergarten Association has two meetings annually, represents eighty-five kindergartens, and a membership of 122 from different places along the Connecticut.

The Cleveland Day Nursery and Kindergarten Association recently celebrated its twentieth anniversary. It maintains a new kindergarten supported by the *Alumnæ* Association, and also a friendly visitor, who is a trained settlement worker. It is interested also in three summer playgrounds.

The Kindergarten Association of New Haven sent two delegates, and report a lecture each month, and a committee appointed to read the magazines and tell the gist of their contents to the members. Miss Fisher and Miss Mari Ruef Hofer addressed them.

Miss Frances E. Newton, Dr. Edward Howard Griggs, and Earl Barnes have lectured this year before the Hartford Froebel Club.

Grand Rapids reported an increasing interest on the part of young mothers. Kindergartens are growing in connection with the public schools under the wise superintendency of W. H. Elson,

who was a delegate to the convention. The vice-president of the association is the mayor of the city.

Erie reports thirty-four kindergartens and sends two delegates, one from the training school and one from the practicing kindergartens. Its aim is to eventually establish kindergartens in every public school.

The Indianapolis Froebel Club has monthly meetings and undertakes practical work, such as the decoration of schoolrooms. The legislature of Indiana has recently enacted that every town of six thousand inhabitants shall maintain kindergartens by a tax of 1 cent on every \$100. The audience sustained the delegate in her pride in her legislature.

The Louisville delegate reported active meetings of her club, whose aim is to bring kindergarten principles to the mothers. This is done by addresses on program work, rhythm, stories, etc., each talk being followed by a practical demonstration, questions, and discussion. It is planning a kindergarten in memory of Miss Bryan, and hopes to get into the public schools next year.

The Kindergarten Union of New York City and Vicinity suggested a happy thought in the report of an indoor picnic at the Teachers College (a joint meeting with the Brooks Alumnæ) and a proposed excursion into the country as soon as the weather permits. This certainly has a true Froebellian ring.

The Brooks Alumnæ of the Teachers College has a membership of forty-five. Each year on the birthday of Angeline Brooks a picture is added to the collection for loaning to missions.

The Kraus Alumnæ Association have a circulating library of forty volumes, and they have also a large supply of nature material for loaning to members.

The Kindergarten Alumnæ (140 members) of the Ethical Culture Society has supported a kindergarten since 1897.

The Jenny Hunter Kindergarten Association and the New York Free Kindergarten Association gave brief reports, as did the Newark Public School Kindergarten Union.

The Pennsylvania State Kindergarten Association represents eleven different kindergartens, twenty-nine individual members, and two hundred kindergartners, and the school board of Scranton sends a representative *with expenses paid and allowance for pin money.*

The Philadelphia Branch of the I. K. U. reported progress slow

but sure; a membership of 636; no dazzling enterprise; the whole town thoroly lectured; three free kindergartens under its auspices, and special stress placed upon the kindergarten's relation to home, primary school, and college.

Omaha Free Kindergarten Association has twenty-nine kindergartens.

The Philadelphia Society of Froebel Kindergartners reported happily.

The Pittsburg and Alleghany Kindergarten Association had three hundred members and twelve of their board of managers at the convention. The influence extended far up the valley—the school board coöperated with the kindergartners, *apportioning \$90 for every kindergarten opened* upon application from the principal of the public school. The kindergarten supervisor was an honored member of the school board.

The Rochester kindergartners have concentrated on a study of plays and games this year, the interest being very great.

Kindergartners of Saratoga and vicinity held successful meetings at Glens Falls, Sand Hills, and two at Saratoga, the Mothers' Club of Sand Hills numbering ninety-six.

The Springfield (Conn.) Kindergarten Club reported fine success under Superintendent of Schools Balliet, who gives much liberty to good workers.

St. Louis Froebel Association reported that many at first had hoped to come. So near had their sympathies brought them to Boston, that distance was not realized until the maps were brought out and studied. However, twelve delegates were sent, to bear witness of St. Louis' enthusiastic feeling. The approaching exposition has given a great impulse to the study of art and architecture there this year.

The Under Age Kindergarten Association of St. Louis told of mothers' and fathers' meetings and free baths where mothers could go to bathe the children. Its ambiguous name refers to the children too small to go to the primary.

Syracuse maintains two branches of the I. K. U., and has had twenty-five lectures on child study by specialists this year, and ten on art and other subjects.

Utica has twelve representatives in the I. K. U.

The Langzettel Mothers' Classes reported a growth of four years in New York City, with a study of the gifts and occupations

for application in the home. The Mothers' Class Course covers three years.

The baby of the kindergarten club family, the Barrie and Montpelier Club, six weeks old, next offered warm greetings, if only, as the delegate said, in baby talk, yet with hope of something better next time.

The Washington delegate gave a report of the memorial service for Mrs. Susan B. Pollock, held in October, and then showed the catholicity of the kindergarten spirit by telling of mothers' meetings held by people of one religious sect in the church of another.

Of all the reports, that concerning the South African kindergartens, given by Mrs. Robert H. Chapin of Lenox, aroused most surprise and interest. She was in Johannesburg in 1895, and tho not a kindergartner herself (she is, however, Miss Blow's niece), she felt at once the need of the establishment of kindergartens for the good of the children and the solution of vexed race problems. At a luncheon one day she spoke of the subject nearest her heart to her neighbor, asking if she had ever heard of the kindergarten, and to her joy found that she had taken the training in England, tho now she was a primary teacher. She gave up this place, and in two weeks a school was started in the American Missionary Church with one assistant, to whom she taught theory in the afternoon. Soon another one was started, with another assistant, two miles away, the director traveling the distance between on a bicycle every day. By the end of the year there were three kindergartens with five teachers and one hundred children. When Mrs. Chapin returned at the end of five years there were ten teachers and five hundred children. The Boer government contributed one-half of the expenses and the English government the other half. It was one of her dreams, Mrs. Chapin said, to see established in Johannesburg one model American kindergarten, maintained by the I. K. U., to be a light to all the rest. Such a kindergarten would make but a small demand on each of the associations.

RECEPTION AT RADCLIFFE COLLEGE.

The visitors found the afternoon program a delightful and welcome experience after several hours of close attention to addresses and reports. After luncheon they betook themselves to Fay House,

Radcliffe College, where a reception was in progress from 4 to 6 p. m. The kindergartners went, some in carriages, some in trolley, and some in the "Seeing Boston" cars. We always knew that Boston was the nucleus of innumerable events in the historical and intellectual world, but the amount and variety of information concerning buildings and events that that megaphone pours into the bursting brain of the eager listener would take a month to sort and classify. As all that volume of information poured forth, the celebrated Nuremberg *Trichter* came into mind. Perhaps our readers recall the little tin funnel, souvenir of the city, symbolic of that method of acquiring knowledge known as the "pouring in process." It certainly would serve as a complementary receiver for our modern erudite megaphone.

At Fay House the visitors had the delightful surprise of being received by the president, Mrs. Elizabeth Cary Agassiz, who had a special word for each newcomer. The dean, Miss Agnes Irwin, and the secretary, Miss Mary Coes, were most gracious in their cordial hospitality. An open fire in the great fireplace made the cozy parlor very cheery. The house and the gymnasium were open to the visitors, who were much interested in rambling thru the classrooms under the escort of students of the kindergarten training department connected with the college.

A stone's throw from the house is the venerable elm beneath which Washington took command of the army, and the campus of Harvard, rich in associations, is just beyond.

THE ROUND TABLE on Thursday, April 24, offered a rich repast to the intent audience gathered in the too small Emmanuel Chapel, under the spirited leadership of Mrs. Mary Boomer Page of Chicago.

The first topic considered was

HOW SHALL WE RAISE THE STANDARD FOR INSTRUMENTAL MUSIC IN THE KINDERGARTEN?

The speaker of the occasion, Mr. Calvin B. Cady, once of Chicago, now of Boston, was introduced by Mrs. Page with a graceful reference to his acknowledged authority along the lines of creative music work.

Mr. Cady thought the raising of the standard necessitated a reform in several directions. In the first place, music was music, whether instrumental or vocal, whether symbolized by sticks or

by color, and it gave a wrong impression to classify it thus, however convenient it might be.

It is not the essential function of music to afford an accompaniment or incitement to forms of action, sewing, mowing, or making genuflections. This conception needs reforming.

Again, it is not the province of music to tell stories, or to picture something.

Music is not something for coddling the feelings or cultivating sentimentality. All true feeling accompanies true ideas. It is pernicious to make music the means of awakening superficial and false emotions. Because it has thus been used a stigma attaches to the name of musician thruout the history of music.

Music should be loved and developed for its own sake. No idea liveth to itself; all are of one brotherhood.

Mr. Cady then offered the following suggestions in the way of positive reform in vocal music:

1. The children should be given melodies that they can think; they have no music unless they get melody, and because many singing together give the effect of melody this is no sign that they have really gotten it. They should be able to reproduce snatches of it as they do a verse. But because a melody given to children must be simple, this does not mean that it is to be inane. Simplicity and inanity are totally different things.

2. The music selected must have integrity and purity, the same qualities we attribute to good literature, as, for example, the music of Carl Reinecke, the Hans Christian Andersen of music, strong, simple, pure, such as a child can grasp without being namby-pamby. Yet apparently simple music is sometimes too strong, as Schumann's "Papillon," which was heard played to the children because its name, "Butterflies," suggested something within the children's comprehension, when in reality it was as if one were to throw Hamlet at the children.

3. Music given to children must have associations with child experiences, not those of the adult.

4. Again, we must destroy the idea that anyone is good enough to play for the children. This is as bad as to say that the distorted pictures of the billboards are good enough for them. The one who plays for them should be a musician. This involves the ability to think music truthfully. Otherwise better use a pianola, which at least gives correct tone, melody, and rhythm.

In reply to the question, how teachers who were not previously musical might be trained, Mr. Cady said that the only thing to do was for them to go to work to inform themselves; in other words, to study music.

Miss Patty S. Hill of Louisville then gave a paper replying to the question, "What shall be the Standard of Requirements and Experience for Supervisors?" which will be found in full below.

In the discussion that followed Miss Fanniebelle Curtis, supervisor of the Brooklyn public school kindergartens, upheld the need of organization of the kindergarten forces, and enumerated some of the prosaic details concerning which the supervisor should have definite ideas, such as the best construction for kindergarten rooms, decoration of the same, the economy of kindergarten supplies, etc. She should be the just custodian of the rights of kindergartners, and combine in herself the offices of high priest, judge, and arbitrator.

Miss Curtis spoke also a strong word against the two-session plan, as encouraging formality and lowering the standard of work and requirements. The training teacher who gives a pupil into the hands of a supervisor should demand that she be given the incentives to succeed.

Dr. Jenny B. Merrill said, among other things, that the training teacher should know the standards of other schools to be able to tell her pupils where to go for further study, and recommended public standard examinations for the future teachers and a publication of their records, such as is given college professors. She would not consider it too much to demand a college education for the training teacher as a high school experience is required of the kindergartner; otherwise, she suggested a seven years' experience for the supervisor who has had no college degree. She stated also the importance of knowing the standards of the faculty of a training school, particularly the specialists in music, drawing, etc.

LUNCHEON AT HOTELS VENDOME AND WESTMINSTER.

At the close of the session the larger number of the guests found their way to the beautiful Hotel Vendome, where a delicious luncheon was served, each visitor receiving a pretty souvenir in the shape of a gilded paper wheel and a fragrant sprig of arbutus. An overflow contingent was entertained at the Hotel

Westminster, our generous hosts meeting with ready resource the problem presented by unexpected numbers.

In the afternoon, at 2:30, Mrs. Putnam, the president, led a Round Table at Huntington Hall. The subject was the

VALUE OF CONSTRUCTION WORK IN THE KINDERGARTEN.

The speaker was Miss Bertha Payne of Chicago, who made the following points:

Miss Payne took the ground that the games and occupations (while always having their legitimate place in kindergartens) failed in some respects to answer the needs of the older kindergarten children, who were passing beyond the symbolic play stage and beginning to feel the need of more reality and substantiality in the things constructed. The paper boat ceases to satisfy, it cannot sail; it falls short of the maturer child's demands; he wants a wagon that will behave as a wagon will. The children want something that makes a demand on their skill and intelligence.

In planning to give outside material to kindergarten children Miss Payne said the following points must be considered:

1. Does the child feel the need of other than kindergarten material?
2. Can he begin himself to think out a plan for making?
3. Can he execute with the material offered, or does it offer difficulties with which childish minds and fingers cannot cope; such as tin, which is too hard to be cut by a child?

Miss Payne told of several things made by children which required thought and skill, and the coöperative work of the younger and older groups. This work often demanded that a plan should be held from day to day, thus cultivating steadfastness in purpose, and developed an idea of the close relation of all life and a sense of truth and proportion in the effort to make things true and in right relation with things around.

Miss Anna Williams of Philadelphia then gave her paper upon the other side of the subject, which will be found elsewhere in this number.

In discussion Miss Patty Hill spoke:

1. Of the exceeding interest manifested by children in making outside things, and the courage, determination, and patience shown
2. The things made of outside material had the virtue that they can be played with. Many of the regular kindergarten occupations are decorative only.

3. She claimed that tho they were often "shown how," yet the outside constructive work might be as truly creative and original as the Froebel occupations, where the children work largely from dictation.

4. To the criticism about the amount of time required by the teacher to prepare outside material she showed future possibilities by telling of a contract with a lumberman, who now keeps wood of different shapes and sizes as Milton Bradley keeps the standard papers.

TWO POINTS OF VIEW.

Miss Blow considered it a mistake to depend too much on the interests of children as a basis for work. Children had many interests. Such should be chosen and used by the kindergartner as have educative value.

Mr. Barnes rose to speak and the applause that greeted his appearance elicited the remark that he felt as if a fortune were lost before it had been gained. He feared that what he might say would outrage his friends and make his enemies smile. He thought there was approaching a period of unity in educational ideas and that the time was ripe for a synthesis of educational activities. He perceived in the kindergarten world two tendencies dependent upon the differences between two casts of mind, the deductive and inductive, the philosophic and scientific, the one based on authority the other on individual initiative, the Catholic and Protestant. There were two ways of approaching the same thing. Which tended toward unity? Which would give the larger natural purpose and realization?

Miss Blow hastened then to assert that in the kindergarten there was a third point of view. The issue was not between Catholicism and Protestantism, authority and private initiative. There was something higher that included both.

Miss Payne gave the closing word in this active discussion, maintaining that she would by no means discard the kindergarten gifts and occupations, but that if the outside things were made in relation to underlying principles, and had a function the child could see and realize, the making was educative and legitimate, developing motive power, also the power of looking forward; when the child makes such an article it is because he feels the fitness with play and with the real world. If not artistic, it is, nevertheless, creative.

TRAINING TEACHERS IN CONFERENCE.

Miss Lucy Wheelock was leader of the Training Teachers' Conference that met on Friday, April 25, at 10 a. m. Slight, dainty, gracious, yet of a fiber firm and vigorous, she reminds one of her native May-blossom, the arbutus, and her voice, low but clear as a bell, was heard thruout the church where a masculine voice failed sometimes to carry. The Arlington Church, it may be said in passing, was again crowded, decidedly crowded. In her happy introductory remarks Miss Wheelok pictured the ancient Greek sculptor who, anxiously measuring and verifying his statue's proportions, was told by a friend that he need not worry, his work would soon be tested by the light of the public square. So the training teacher finds that her work too must face the strong light of the public square as represented by the schools, principals, assistants, etc., who are continually passing judgment upon training-school products. She stated the value of discussing and restating fundamental principles, and viewing one's work as one portion of a continued process; a school superintendent saw this relationship of a part of the educational system to the whole, and it was a matter of congratulation to be able to listen on such a topic to Dr. Thomas M. Balliet, the scholarly superintendent of the public schools of Springfield, Mass., ranked by educational experts as the second best in the country. Superintendent Balliet read the following paper:

KINDERGARTEN TRAINING IN THE LIGHT OF GENERAL PRINCIPLES OF EDUCATION.

The principles of education are the same for all grades of schools from the kindergarten to the university, but their application differs in each grade. These differences in application are in many cases so great that a superficial observer would find it difficult to recognize the identity of the principle underlying them. It is for this reason that familiarity with the problems of one grade of educational work does not necessarily imply familiarity with another. It is a general principle that education is possible only thru the self-activity of the person to be educated. The child is educated by what we can lead him to do, both with mind and with hand, and the test of education is not what he knows and can tell so much as what he can do. This is a principle which Froebel and the kindergarten have taught us, and it is getting to be recognized, at least theoretically, even in the colleges and the universities. It is a general principle in education that all instruction, and indeed all training, must appeal to the interest

of the children. This word "interest" has many meanings, and may easily be taken in a sense which wholly misses the point of the principle. It is not the interest inspired by rewards or prizes that is meant, nor the interest of a much higher kind which is communicated by the teacher thru infection to the mind of the pupil, but it is the interest which the pupil feels in the subject matter itself. It is only the last kind of interest that determines motive and becomes a part of character. But there is a better way of stating this truth in order to show the significance of interest. These deep intrinsic interests in actions and in things, which children have and to which we must appeal, are nothing more nor less than the racial instincts which are the results of ages of mental evolution developed thru the process of adjustment of mind and conduct to the environment. These old racial instincts thru which a long line of ancestors are active in the mind of the child, making the boy, as has been said, truly a quotation from his ancestors, must form the basis of education both intellectual and moral. All our education must be grafted on these racial instincts in order that it may get a hold on the roots of character and of intelligence. No instinct in the human soul, no impulse of the human heart, is intrinsically wrong. Sin consists in subordinating the higher instincts to the lower. It is not identical with the lower instincts. The deepest problem of moral education consists in transforming the lower instincts and lifting them onto a higher plane. It is a recognized principle that we must educate for society; that the school must make a close connection with life. This is necessary for three reasons. First, because the school ought to fit the child for self-support in the world. Secondly, it ought to train to render a service to his fellow-men. This is only in part identical with the first. There is between the two all the difference between egoism and altruism. In the third place, the school must connect closely with life for the purely educational reason. Education is coextensive with life. The process of education extends from the cradle to the grave. It may begin before that and may continue after it. We are educated by everything that touches our lives and fashions our thought and character. Of this large process of education the school forms but a small part. Its significance lies in the fact that it does its work when mind and character are plastic, and that it determines largely the after influences of the education of life. The school is an artificial environment whose function is to prepare the child to be afterwards educated by the environments of life. As has been forcibly stated, the school is not only a preparation for life but it is a part of life. It must educate for life in the sense that it must begin processes of development which may afterwards be taken up and continued by the environments of life. The education of the school and the education of life ought not to be opposed to each other; they ought to form one and the

same process. The school ought to connect so closely with life that when the pupil leaves school he will feel that he is not taking a step into the dark, into an unknown world, but that life is only a larger and a more real school, and that the transition from the one to the other is perfectly natural and normal. The school must give the child the key to the meaning of life. It must also give him the self-control which will enable him to resist the temptations of life and the altruism which will prompt him instinctively to acts of service and self-sacrifice. In our discussions of education values we must not leave out of account the effect of a particular study on the after life of the pupil. The curriculum must be made up of such studies as connect closely with the problems of life which the pupil will meet when he graduates from school. Contrary to what is commonly supposed, the younger the child the larger the number of studies which he may profitably pursue at any one time. A little child in the kindergarten may nibble at all the sciences in the course of a half-hour's walk with his teacher thru the fields. He picks up a pebble or a crystal, examines it for a moment, throws it away, and plucks a flower, treating it in the same way; now he observes a butterfly, a bird, or a squirrel, and transfers his interests rapidly from one to the other in like manner. Young children comprehend only the surface of things; more mature pupils can comprehend the deeper relations of things; hence young children ought to be allowed to study many things superficially, and older pupils and students be obliged to concentrate their interests on a few things and study them in their less obvious relations. From this it results that the course is broadest and shallowest in the primary school and narrowest and deepest in the university. In the university the student must be confined to a few closely related subjects of interest. Lastly, it is a fundamental principle in education that there ought to be unification. Knowledge becomes power and a part of character only when it is unified and properly related. It is absolutely essential that knowledge in the individual mind should be thoroly unified. In a different sense it is also essential that the education of large groups of individuals, members of a school or an institution, be unified. But we must make a sharp distinction at this point between unity and uniformity. So, far from being identical, the two are direct opposites. Unity is consistent with variety, uniformity is not. Unity is consistent with life and growth, uniformity is not. A tree has unity and it is its life which gives it this unity; a telegraph pole has uniformity because it is dead. If in education we aim at unity we shall secure life and growth, but if we aim at uniformity we shall secure only dead routine. The kind of supervision which aims at unity may become the life and soul of a large system of schools; supervision which aims at uniformity may rest upon a system of schools like a blight.

Prof. Paul H. Hanus, of Harvard university, was expected to speak at this conference, but was unable at the last moment to be present, and so sent Oliver C. Norton, of the Department of Pedagogy, to address the meeting in his place, the subject being

THE VALUE OF THE HISTORY OF EDUCATIONAL THEORIES.

Professor Norton compared the twenty-six weeks' training required by Froebel in his classes with the two or three years now required, after a basis of high school, as one indication of the development and extension of study in training schools. In naming the material at the student's disposal upon this subject Professor Norton remarked the fact:

1. That there was not in English a general history of education worth the name. All had the second-hand attitude, being compilations from German and French works.

2. Separate topics treating of special topics, such as special periods, biographies, great schools, etc., were better, being usually taken direct from the sources, tho wanting literary style.

3. Sources for the study of the history of education were obtainable in good translation; these gave direct touch with the best, and gave a universal element. Examples were, the "Dialogs" of Plato and Xenophon, Aristotle's "Politics," etc.

4. Other aids to this study were found, often in apparently trivial things, which, however, gave a touch of refreshing reality to studies of past life, such as an Assyrian schoolboy exercise of sixteen hundred years ago in burnt clay, now in the Semitic museum, and a picture of a university student of the fifteenth century stealing a sign.

Dr. Norton then gave the following suggestions for practical work in this study:

Let the training schools provide efficient libraries.

Let topics be selected with careful reference to the needs of the kindergartner.

Have the training teachers discuss freely these topics in lectures, for they are subjects particularly difficult to master from books alone.

Send the students to books for material for abstracts and oral recitation.

Relate a subject to the civilization of its time.

The topics selected should be such as will give:

1. The best and worst done for children before Froebel's time.

2. Such as will give training teachers a knowledge of the historical ideals of other periods, such as the Spartan, Athenian, Renaissance.

3. Such as will give the whole course of education in relation to that preceding as well as that following itself.

4. Such as will give the relation between a course of education and the life and country where it exists. The history of edu-

cation is not vital unless known in relation to general history. The speaker closed by saying that the gains of such a study of the history of education to the kindergartner are a broader and deeper understanding of Froebel. The most ardent disciple of Froebel need not fear that he would suffer by a knowledge of the fact that the education of children had been studied by many before.

MME. KRAUS-BOELTE,

veteran of kindergartners, was the next speaker, her appearance eliciting a warm expression of appreciation.

She reiterated the statement that the basic kindergarten idea is never instruction, but always development. She called attention to the naturalness and simplicity of Froebel's method, and deprecated the rush and overfullness of the present-day life. The possibilities for the young kindergartner were great, she said, but in the superabundance of meetings, readings, and lectures, she was likely to lose sight of them. To be mentally in a hurry means death to good work.

She declared the need of a plan in all kindergarten work, but it should be used like a framework; the work itself should center round the child, his experiences and needs, these becoming, under skillful guidance, tools for self-expression. The use of gifts and occupations should be determined by the manifestations of the child. She emphasized the importance of effort on the child's part, even feeble results aiding in the production of will. Activity becomes self-activity when expressing the child's own ideas and impulses. She reminded her audience that it is unwise to consider Froebel's ideas shattered because of failure in some kindergartners; we must go back of possible misconceptions to the real Froebel. And she concluded with the uplifting reminder of our grand privilege in being coworkers with God in these progressive days.

MRS. HUGHES OF TORONTO

followed, bringing with her a breezy, fresh-air atmosphere delightful to realize. She referred in grateful language to Mme. Boelte as her "spiritual mother" who trained her as a kindergartner.

In a clear, ringing, flexible voice she made a plea for the better physical training of the kindergartner, and for the training of woman's voice, so that when she had a message to deliver she could give it in a voice whose slightest whisper would be vibrant.

The young girl who comes to training school is usually alive physically, but is spiritually unawakened; she is spoiled by conventionalities when she should be free and natural at eighteen as at six, freedom, however, not meaning rudeness nor vulgarity and disrespect. It is important to develop in the mind an idea of the absolute divinity of the child. We say and we think this, but have not begun to comprehend it. The mind of the child is Holy Ground. God is within trying to give a message of divinity.

Mrs. Hughes was emphatic in declaring that it does not help kindergartners to be made to feel too heavily their responsibilities. God lets us come into the presence of little children because *our* souls need development just as they are given to parents to develop *them*. We must live our ideals ourselves; strive for something. We are each one of God's instruments for revelation. One would think God had gone away from his world and left us in charge, by the intensity of our feeling; but he has not left the little ones, and we should not feel depressed nor troubled when opposition forces us to action to prove us right or wrong. We are not such benefactors to the race as we imagine. Others have lived the same as we today, and others will follow. We are only of the mass. Mrs. Hughes also deplored too much hurry, and told the story of the lady who kept two spans of horses busy, leaving one lecture only to hasten to another. One who heard this story thought there was no need to be sorry that she worked off steam in this way, "for," he said, "think what a terrible ferment she would make in a small home."

Mrs. Hughes' closing thought was that no one lives the truth till it is revealed to himself; to gain this he must live and struggle. If there is not tragedy and struggle in life it is because we are not living up to our possibilities.

In the discussion that followed, Superintendent Carroll of Worcester first spoke. He mentioned the difficulty of making the kindergarten general, and asked if the time had come when it was one's privilege and duty to urge that the state schools should include normal kindergarten training. Much, he said, depended upon the attitude of the leaders. He quoted ex-President Andrews as saying that upon the kindergarten alone depended our ability to absorb the vast number of foreigners crowding to our shores, with which statement he agreed. He indorsed also the words about the need of health and elasticity of body.

And again he raised the question, Is there danger of over-supervision in the schools? with the implication that there was, especially in the kindergarten department where a program was marked out. He considered it the first business of the superintendent to see that the teacher was free. It was violating kindergarten principles to put a teacher into a position where she was not self-active.

Dr. Jenny B. Merrill next spoke a few words on the value of a college education preparatory to kindergarten training. She then quoted Superintendent Maxwell of New York as saying that he would not be satisfied till in that city there was a kindergarten on every block.

TRINITY CHURCH SESSION.

An experience to be remembered was the meeting in beautiful Trinity Church with its sacred memories of Phillips Brooks. Thru

the courtesy of its rector the church opened its doors to the kindergartners, whose numbers outran the capacity of Huntington Hall.

The "Training of the Will" was the subject which drew enthusiastic crowds to the round table held here, and presided over by Miss Harriet Niel of Washington. Miss Niel prepared the way for the papers by reminding us that American children come to kindergarten with wills, or *a will*, usually a good-will, which sometimes needs to be met with (what she trembled to call) punishment. With a few more words she introduced Miss Hill, who read her most suggestive paper on

PUNISHMENT.

Her intelligent sympathy with the child to be punished, and her appreciation of the responsibility on the part of the parent to administer punishment when the child's highest welfare demanded it, were ably set forth. She stated what has so often been the experience of kindergartners, that when meeting with parents "punishment seems to be their foremost problem" long before they seek for insight into their children's natures. For this reason, when attempting to teach mothers and fathers "how spinsters rear ideal children," she places the problem of punishment last in the course. She feels we must know what we are punishing before we know how to punish. She summed up the following reasons why parents are under obligations to punish and correct their children if the good of the individual and society demand it:

1. The helplessness of childhood, which calls upon the powers and thought of mature life to come to its rescue.
2. The inexperience of the child.
3. His want of forethought, which needs to be supplemented and guided by the parents' wisdom.
4. His undeveloped reason, which makes it impossible for him to understand why his immediate desires should not be gratified.
5. The weakness of the child's will, his lack of self-control.
6. The fact that his point of view is universal. He learns, first, to discriminate between right and wrong thru the displeasure or pleasure shown by adults toward all he says or does. "The standard of morality for the child and the adult are so widely separated that the wrong action of the child should never be judged by the adult standard, tho we must never lose sight of the fact that his moral standard grows from a lower to the higher plane by the attitude of adults toward his wrongdoing."

Miss Hill's experience led her to the conclusion that different methods of punishment should be used with the younger and older children. With the three-year-olds give little attention to "self," or "motive." The method of "restitution," which calls for the undoing the wrong, or doing one's best for the wronged, has been most efficacious with the older children. Coöperation in

curing one's own faults has brought excellent results, maintaining a friendly attitude in analyzing motives and discussing the actual wrong deed, assuming that the child is as anxious as the teacher to overcome the wrong tendency, with a discussion of the merits of different modes of punishment.

Rewards may sometimes serve as stepping-stones to something better if wisely used, but are seldom to be recommended.

Sensory and motor children require different kinds of punishment, the so-called "ideal" methods suiting the former better, the quicker, sharper ones, the latter

Mrs. Langzettel probably astonished some of the younger kindergartners by her acknowledgment that spanking sometimes served a good purpose, but chiefly in that it changed the circulation, tho a better means to accomplish the same end might be found. To punish justly she said it was necessary to discover whether the child broke the law unconsciously or deliberately.

Mr. Joseph Lee, one of Boston's public spirited citizens, followed with some excellent words on the "Cultivation of Purpose," given in a delightfully characteristic manner, with light, humorous touches, contrasting well with his more earnest statements and truly earnest attitude. According to Mr. Lee, purpose implies an *idea* to begin with, and the first step in its cultivation is to get a plan into the mind. There must then be the ability to hold the plan ideally in the mind while giving to it concrete attention. Herein is the chief value in sloyd; that the child works from a design, a mental image. He is then getting a training in purpose. The making part has no meaning except there be this mental image.

The child playing with his blocks more or less aimlessly, putting one on top of another, suddenly starts with an idea, and his building in accordance with that idea involves purpose. The boy's apparently useless and resultless fishing often, because it has purpose, is more of a training in will than is given in many schools. Purpose implies unity of thought and emotion. Purpose must see the whole so clearly that the end glorifies the beginning. Purpose is the projection of all that a man is on his active side. Power in an emergency depends on all that ever happened to a man. Mr. Lee insisted on the need of a motor discharge for sentiment and emotion. One hour's weeping over a novel should be balanced by twenty-five of sweeping. The part for the teacher to do is to study more skillful ways of transforming plans into concrete acts.

Miss Susan E. Blow then told five short stories to show "How the Kindergarten Begins the Training of the Will":

1. Illustrated how the bad habit of a sixteen-month-old was broken by establishing a mental connection between the swallowing of pins and the rapping of knuckles.

2. The final mastery over self gained by a four-year-old, when she learned to "run to mother" when a fit of temper was approaching.

3. Troublesome, noisy "horses" made manageable by a mere sympathetic, playful suggestion to the equally noisy "driver."

4. High temper controlled by kindergartner's skillful diverting of child's attention.

5. Change in little negro's character when he discovered that he could make something. He was regenerated by a "right angle."

According to Miss Blow, will implies the recognition of an ideal, desirable or undesirable. Imitation is the first sure sign of the voluntary exercise of power. From crying the child proceeds to creating on his own account. Games and plays, pictures and stories, help him to realize the life of others and his own. We cannot make the child the judge of the order of the universe, but help him to recognize that there is a universal order with which he can sympathize. There is no good habit formed without drudgery.

The one who at first refuses to submit to the will of God eventually grows to the point where his will and God's are one.

ROUND TABLE ON HOME DISCIPLINE.

It was like trying to push one's way into a buzzing beehive when the people who stayed to learn the last word at the first round table of the morning in Emmanuel Church came to the doors of Arlington Street Church. Every corner was filled. Every one of the old-fashioned box pews had its number complete, and the doors were shut. The kneeling-benches were pushed into the aisles and gratefully utilized by a standing throng, and the chancel steps, pulpit, and high seats in the galleries were eagerly sought out.

Mrs. Margaret Stannard of Boston, whose personality suggests so beautifully the ideal mother, promptly called the meeting to order, and in a few graceful and well-chosen words introduced Prof. Earl Barnes of Philadelphia, who spoke with unusual vigor and earnestness on "Rewards and Punishments." He began by comparing the educational ideals of the last quarter of the past century with our present day ideals and methods, dwelling especially upon the fact that today all our pedagogical theories are built upon the evolutionary idea of growth and development, and that we look for knowledge, not from books about things, but in things themselves. In order, therefore, to deal justly in the matter of punishments and rewards, it is necessary to study the attitude of both the race and of children toward the same. Generally speaking we find it as follows:

First stage: crude, dealing with the sinner in the spirit of revenge, "an eye for an eye" spirit, and it was good only because it was the soil out of which grew the later and better methods.

The second period took into consideration the good of society when punishing the offender.

The third period considers, not the individual wronged, not society, but the culprit.

The little child is still in the crude, undeveloped stage, and can understand immediate *physical* reaction when he would lose sight of the *natural* outcome of his wrong doing or right doing. Professor Barnes holds that, therefore, we should step in and show the result by punishment or reward; that we must at each stage of the child's development administer results in a language which he will understand. He believes that corporal punishment should be avoided, however, when possible. "The hot-water bag is better than medicine."

Miss Blow, vigorous, sturdy, militant, inspiring even when one disagreed with some of her conclusions, ascended the steps of the chancel as easily as she mounts the heights of philosophy, and started a lively and most interesting discussion. She declared that the process of evolution is one where the animal instincts are transfused into spirit, therefore they were not to be the guide after spiritual development was started. That the ideal of nurture had been evolved as a substitute for historical evolution. She told then of a kindergarten where tardiness had been overcome by having the children play "tick-tack," developing a love for the clock and playing they were ideal clocks. Thru thus playing the ideal the germ unfolds into the image of the ideal.

Mr. Barnes took immediate issue, holding that man starts with an animal civilization, which develops into the more spiritual one. Five thousand years are but a moment in his history. The writers of the Old Testament, and many of the Psalms, were in the "eye for an eye" stage. Would Miss Blow regard the child who had been three months in kindergarten as more highly developed than David?

Miss Blow did hold that, as compared with Christianity, the Jehovah whom Jael obeyed was inferior. Little children are not highly evolved, but inherit tendencies for something higher. We know the germs from which these tendencies developed.

Mrs. Robert Chapin of Lenox next spoke, and earnestly advocated an opposite method to that of Earl Barnes, that of loving and winning the child to do right. She told of the three-year-old prevailed upon to go to bed thru love of mother. In his loving moment give the child something hard to do; that was the keynote of her message.

Rabbi Hirshberg of Brookline also deprecated physical punishments, and believed in moral suasion.

Mrs. Grace C. Kempton, in her paper on "Freedom and Development," pointed out one illogical weakness of parents in the disparity between their teaching and their training of their children. The child of rich parents is taught to be generous to others, but it is his *worn-out* garment no longer of use to him that he is allowed to give away. Parents mean to teach their chil-

dren to be brave, but when an emergency arises are the first to instill fear into the child's mind thru over-anxiety. We do not make enough use, the speaker thought, of the power of quiet. She thought that from the earliest day the little child could be trained to poise.

Mrs. Arthur Carey of Boston spoke of the confidence and co-operation between parents and children, and laid emphasis upon the fact that parents themselves should be subject to the laws which they make for their children.

Mr. Joseph Lee, president of the Civic League of Boston, and a public-spirited citizen who has done much in support of the playground movement, spoke next on "Moral Infancy." He wished to emphasize the fact that in Froebel's message the child was brought out as a member of the family and not the "whole show." The child needs early to feel that he is in a moral universe in which things exist independent of his will; that he must learn to do right in obedience to this moral law. When bedtime comes he must go to bed, not out of love to his mother, but because it is bedtime. The clock does not say "love me," but "it is bedtime." He thus does not alternate between an arbitrary will and his own, but rests on the moral law. He likes to feel that the universe is solid under him and not moved by his crying.

RECEPTION BY THE TWENTIETH CENTURY CLUB.

A most delightful feature of the week was the reception tendered the kindergartners by the Education Department of the Twentieth Century Club in the beautiful parlors of the Hotel Somerset. The reception committee consisted of Dr. Edward Hartwell, chairman of the education committee; Mrs. Robert Allison Ware, secretary of the same committee; Charles F. Dole, Edwin D. Mead, Mrs. Alice H. Putnam, Miss Fanniebelle Curtis, and Miss Laliah B. Pingree, chairman of the local kindergarten committee.

However much of a bore the average reception may be to very busy people, there were no wall-flowers apparent in this garden of cheerfulness. It was so truly delightful to see and to meet, if but for a passing word, the high priests of our order. The officers of the I. K. U. were there, of course, and the speakers at the various sessions, and then there was Miss Wiltse of story fame and Miss Jarvis; genial Mr. Ginn had a cheerful word for those present, and a reproach for those who had failed to come to Boston.

Mme. Kraus-Boelte, Mrs. Page, Miss Fitts, Miss Runyan, Miss Laws, Mrs. de Leeuw, Miss Wheelock, Miss Newton, Miss Corey, and many others were present. Also Professor Tylor of Amherst, and a number of Boston's literary gentlemen.

BUSINESS SESSION.

At four o'clock on Thursday the officers and delegates concentrated forces for the heavy business meeting. The president, Mrs. Putnam, called the meeting to order and made a few pre-

liminary suggestions, based upon the experience of herself and her predecessors in the onerous office. These we call to the attention of all individuals and kindergarten clubs that are members of the I. K. U. One of these related to the need of more clearly defining the duties of the officers. A second called for a fuller understanding of our international relations. Inquiries were frequently made concerning the meaning of the word *international* as a part of our name. It was explained in discussion later that that term enabled us to include our Canadian neighbors as members, and that individuals in many foreign countries belonged.

Again it was suggested that our vigorous and growing body, with money in its treasury, should do something for the Froebelhaus memorial in Blankenburg. When the subject was discussed a strong feeling in the affirmative was evinced. As a result, \$570 will be sent at an early date to Fraulein Heerwart from the I. K. U., a part coming directly from the treasury, a part subscribed by branch associations. The president also voiced the need of greater simplicity at the meetings, less hurry, fewer papers, more time for discussion, and she advocated the printing and distribution of addresses before a convention, that the time in session might be wholly given up to discussion. The meetings should be made less burdensome for the local committee, that they may have time to enjoy and profit by the meetings.

The nominating committee was composed of Mrs. Hughes of Toronto; Miss Wheelock, Boston; Miss Ada Van Stone Harris, Rochester, N. Y.; Miss Alice Temple, Chicago; Miss McCulloch, St. Louis. They presented the following ticket, which was unanimously carried:

President, Mrs. Alice H. Putnam, Chicago.

First vice-president, Miss Laliah B. Pingree, Boston.

Second vice-president, Miss Nora G. Smith, New York city.

Corresponding secretary and treasurer, Miss Fanniebelle Curtis, Brooklyn, N. Y.

Recording secretary, Miss Evelyn A. Holmes, Charleston, S. C.

Auditor, Miss Harriet Niel, Washington, D. C.

The committee as appointed in 1901 for revising the constitution consisted of Mrs. Page, chairman; Miss Cynthia Dozier of New York, Mrs. Margaret J. Stannard of Boston, Mrs. Stella Wood of Minneapolis, Miss McCulloch of St. Louis. The changes suggested are important, and have not been presented without the most thoughtful consideration of the committee. In accordance with the dictum of the voting body, printed copies of the constitution and the proposed amendment will be sent in the spring to the local branches of the organization, that the points involved may be fully discussed and the delegates thus attend the next convention with intelligent preparation.

Among the changes is one proposing and defining degrees of membership, active, associate, and honorary.

Another would change the year of the union from the calendar to the school year.

Another suggests a change in the constituency of the governing body.

Alternate meetings of the I. K. U. with the N. E. A. also are suggested as important questions which should be soon decided.

The committee on necrology, Miss Miller of Chicago and Miss Devereaux, and Miss McKinney then reported resolutions expressing the sense of loss sustained in the death of Mary J. Garland, Col. Francis W. Parker, Mrs. Louise H. Pollock, Frau Ida Seele, Dr. Eugen Pappenheim.

The committee on resolutions also brought in their report, expressing the grateful appreciation of the guests and members for all the courtesies shown by the local committee and kindergartners; the trustees of churches and halls, colleges, and other associations; the hotels, railroads, and business firms that had done so much to make the convention a memorable one.

So came to a close a convention notable for the standing of the men and women who addressed it; the vigor, depth, and breadth (not length) of the addresses; the exceptionally interesting excursions and social events planned, and the interest attaching to the beautiful city itself.

The visiting kindergartners certainly appreciated to the utmost the gracious hospitality of their generous hosts.

Pittsburg will welcome the kindergartners in 1903.

Boston, that had been all sunshine thru the week, wept copiously the Saturday morning when many of the visiting kindergartners departed. The regret was mutual.

Within two hours after her evening arrival in the city the spectator went in pursuit of friends, and was hastily crossing Copley Square, when, lo, a sudden realization of the richness of her opportunity flashed across her mind. There, in full view, was the wonderful Public Library with its glorious mural paintings. She made her call, and then felt she must run in if but for twenty minutes. But the evening grew late and the twenty minutes lengthened, all imperceptibly, into ninety, before the masterpieces of Puvis de Chavannes, Edwin Abbey, and John R. Sargent. It is a joy to think of little children, and old ones, awaiting the delivery of their books in the presence of the pictures that tell so nobly the story of Sir Galahad.

Superintendent Carroll calls Connecticut a garden of kindergartners. New Jersey, long called the Garden State, has now a rival.

One of the interested visitors was Miss Kate Cooke, an Englishwoman, kindergartner, and daughter of Edward Cooke, the great art teacher. It was certainly an excellent time for a foreign

kindergartner to come to America to see something of the magnitude and importance of the movement here. The fact that she was not appointed a delegate from any English organization certainly seems to hint at a lack of connection somewhere in international relations.

It was rumored that one of the visiting delegates had intended traversing the streets of Boston under the protection of a messenger boy. We saw her afterwards unattended, and judge that she found no crookedness in the inhabitants, and not too much in the streets of that city, famed for the oblique lines and angles formed by its thoroughfares.

A few delightful moments were spent on that rainy Saturday morning in the tasteful rooms of Houghton, Mifflin & Co. In the arranging and casing of the books they offer an attractive object lesson to intending purchasers of libraries.

The press of Boston gave excellent reports of all of the meetings, which would seem to indicate which way the wind blows in the Hub.

All the local training schools held alumnae meetings. Are there any other gathering at which memories glad and sad are so sweetly mingled?

An interesting and delightful morning was spent in the Charles E. Perkins School (public), Miss Ellen Gray, director.

There are eighty-four public school kindergartens in Boston. Miss Laura Fisher, director.

The absence of many hoped-for faces was a matter of regret. Miss Haven, Miss Graeff, Mr. Hughes, Miss Hart, Miss Vandewalker, and Sarah L. Arnold were among the absentees.

A quaint little figure, visible here and there at crowded sessions, was Miss Josephine Jarvis, translator of the first American edition of the Mother Play, and, therefore, meriting a warm place in the hearts of those who love Froebel and the children. Miss Jarvis is looking for a publisher of her translation of the third book in the series of "Pedagogics of the Kindergarten"; this manuscript relates largely to the games and plays.

Those who accepted the invitation of the Garland Kindergarten Training School to attend its Game Circle on Wednesday afternoon congratulated themselves upon their foresight. The exhibition was an exceedingly pretty one. The blithe maidens who participated were all in white, and a charming picture they made as they played their games—many of them truly *theirs*, for they had composed both words and music in several cases. The guests were invited to join in the closing march. Not the least acceptable item of the occasion was the unique and dainty scroll upon which was printed the program. The effect of the cleverly drawn and colored figures upon the delicate, translucent white paper is very Japanese, and forms a charming souvenir of a very charming occasion.

The headquarters were at the Hotel Westminster, a veritable palace in its rich, subdued architecture and beautiful appointments.

The registration room was in charge of Mrs. Channing Rust, secretary of the local committee, and a lady in spirit and service, during the entire time attending to the wants of the visitors between the sessions.

At several sessions Mr. A. E. Winship rose to place before the large audience the four only-too-attractive excursions arranged by the social committee, from which to take their choice. One was a trip to Concord and Lexington, rich in memories of intellectual giants and sturdy, unflinching patriots. Famous old Salem, with its melancholy associations of witchcraft trials, was the goal for a second party, and Danvers as well. Miss Anna Page pleasantly entertained them. Others went to Plymouth to look upon the rock forever sacred to lovers of liberty, and to pluck Mayflowers, an appropriate name surely for arbutus that grows on Puritan soil. Mrs. Martin was the gracious hostess there.

The Spectator chose the Wellesley trip, and was amply repaid, for tho the sun refused to shine, veils of mist could not hide the beauties of lake and hill, and the cordial welcome of President Hazard and her corps of assistants atoned for any failings on the part of the weather man. The finely-equipped library, the art gallery, the chapels, old and new, were shown the delighted visitors, and after a most delicious luncheon was served a fine organ recital afforded a beautiful close to a most happy occasion. There was a stir of unusual interest among the many students, for on the evening of this same day was to take place the first inter-collegiate debate between women's colleges. The contestants were Wellesley and Vassar—subject, "The Subsidy Bill."

An expert guide escorted the Spectator and a friend thru the grounds and buildings of Harvard, and pointed out the chief treasures of the museum. The fine old elms were a joy to heart, mind, and eye, antedating, as many of them do, the oldest college building. It was really a surprise to see amidst the numerous older halls the new ones under construction, and to learn that new acres are being added and new structures continually raised. The good old university, despite its years, seems to keep active step with its younger contemporaries. We are glad a few feet of the old wall had been left to bring back one picture of days of yore. It was a regret that so many were the associations and historic landmarks that our merciless guide would permit us but a moment before each point of interest. As we looked upon French's idealized John Harvard, one could but marvel that any college student, however irresponsible, could think to desecrate the image of him who laid the foundation of this noble and ever-developing institution of the best learning.

WHAT SHALL BE THE STANDARD OF REQUIREMENTS AND EXPERIENCE FOR TRAINING TEACHERS?*

PATTY S. HILL, LOUISVILLE, KY.

IN handling so delicate a problem as this we have to bear in mind that the standard referred to is necessarily an ideal one, and that no people realize as do training teachers themselves how far short we fall of the standard which we hold steadfastly before our own minds.

Training teachers, like all other weak human beings, have to strive to approximate this ideal as nearly as possible, and to keep an even balance between their humility and their courage in their daily efforts to climb nearer to the ideal standard.

In turning this subject over in my mind there seemed to be three absolutely necessary requirements and experiences for a training teacher to even approximate the standard of what a training teacher should be: First, she should have a good, all-round education before she begins her professional preparation in the training class; second, she should have the fullest and most thoro professional preparation possible in a first-class training school; third, after graduation she should have a full apprenticeship in working with children under a broad-minded supervisor, where she can show her ability to accept suggestions from and work under a supervisor, while maintaining her own individuality and freedom in so doing.

It seems to me that we, who are training the training teachers of the future, should have our eyes open to discover the distinctive features and possibilities of future training teachers better than ourselves.

What are the distinctive ear-marks by which we may hope to find future training teachers? Of course, each of us has her own individual ideas along this line; but if you will pardon me for being personal I will tell you of some of the methods I am using in the "still hunt" for the training teachers of the future, taking the three absolute requirements and experiences given above in the order presented:

First, I watch with peculiar interest the young women who

*Read before I. K. U. at Boston.

enter the class with the best educational equipment; for example, our college women, because this college equipment is in itself good soil from which future training teachers should be expected to grow. Yet altho this is true, it is often a disappointment to find that, while conducive to this future, it does not by any means insure it. I think this good education—not necessarily college—before professional training, quite essential, because the future training teacher should not receive her first great conceptions of life and truth from her kindergarten training, but rather find it verified there with opportunities to apply in her kindergarten training. Her point of view will necessarily be broader, and she will never be tempted to think the kindergarten all of truth, as her less fortunately equipped classmates are by their first glimpses of those great inspiring truths of life, which the kindergarten training almost invariably reveals.

Under the second head, that is, the thoro professional training in a first-class training school, come daily opportunities to discover the qualities of future training teachers.

1. Let us watch for the scientific grasp of the general principles of genetic psychology and pedagogy—an ability to evolve sound methods in the light of these truths—to see small things from a large point of view even in the training class; she must prove her ability to think for herself, not accepting without a challenge all the statements made by the authorities studied or the training teacher.

2. She must manifest a generous, broad conception of theory combined with a practical common sense in its application to practice.

3. She must give evidence of her ability to grasp the great truths of Froebel and to interpret his philosophy and methods in the light of the great educators who preceded him, and that wonderful group of sciences which have practically arisen since Froebel's day. These will open her eyes, as nothing else can, to the greatness of Froebel, and yet keep her from being blinded to those limitations which must accompany the revelations of any human mind.

4. Last, but not least, her personality must be studied, her influence and ability with the children, her generous relations with her classmates, and her attitude of independence and respect toward the different members of the faculty.

Under the third head, that is, the necessity for a long apprenticeship with children after graduation, the supervisor has her opportunity to discover what she considers good material for future training teachers.

In my own work, where I have the double duty of training the teachers and supervising our kindergartens as well, the opportunity comes to me to study the kindergartner in her work with children after her graduation.

Here is the final test of ability as a future training teacher, and certain qualities must be exhibited as indications of this future:

1. She must give evidence of her ability to see and relate our work in the kindergarten to the grades that follow and to education as a whole.

2. She must manifest a tendency to continue study and investigation after graduation, showing a desire to broaden her intellectual horizon from year to year by studying with other teachers as well as kindergartners, affiliating with the great body of educators generally, and not confining her intellectual intercourse to kindergartners alone. We need to study with other teachers the general principles of education, to leave temporarily our own little corner with its peculiar problems, getting something of the broad sweep of the whole, bringing back new inspiration and a broader scope, which will enable us to apply large principles to our own department of education with intelligence and zeal.

3. A receptive mind open to conviction should be one of the essential requirements of a future training teacher. There is no better test of her future possibilities along this line than her attitude toward criticism—her poise and equilibrium while either facing or encouraging criticism of her own work or that of the kindergarten at large.

4. In her work with children she must be able to do her own thinking, and work out her own problems and methods independently, with no slavish adherence to everything taught previously in her training school. She must be able to work wisely and well under a good supervisor without leaning unduly upon her; must subordinate her own impulses and idiosyncrasies when necessary, while maintaining her own independence and right to think and apply from her own convictions.

5. She must have a sincere enthusiasm, born of a genuine love

for children; a deep conviction and broad conception of the value of her own great calling, rather than that fanatical enthusiasm which is the result of a narrow conception of the kindergarten as a panacea for all the ills to which flesh is heir.

6. She must be able to meet the modern tendency in education to offer schemes, fads, and various ingenious devices, with that sound discrimination and common sense which is founded upon a general knowledge of psychology, philosophy, and pedagogy, combined with her own convictions and experience in practical work with children. This general knowledge and her own common sense should fortify her against the evils creeping into all new schemes of education, while at the same time keeping her open to receive the best that progress offers.

7. If student or volunteer teachers from training classes are practicing with or under her, she must give evidence of insight and ability to analyze their work, combined with fairness and tact as a critic teacher.

8. She must be fair enough to see, acknowledge, and get the good in the ideals and work of other kindergartners who disagree with her as to means and methods employed in different training schools. She ought to be able to adapt herself to, and work harmoniously with, people who see and believe differently, and learn to "agree to disagree."

9. Ability to keep out of ruts, in either theory or practice, by looking upon Froebel and his great work, not as completed fifty years ago, but as a vital, ever-changing, ever-growing system of education, striving to climb nearer to those inspiring ideals held before us by Froebel where he says ("Education of Man," p. 17): "Man, humanity in man, as an external manifestation, should, therefore, be looked upon not as perfectly developed, not as fixed and stationary, but as steadily and progressively growing, in a state of ever-living development, ever-ascending from one stage of culture to another toward its aim, which partakes of the infinite and eternal."

STRIVE not with pain to scale the height
Of some fair garden's petty wall,
But climb the open mountain side,
Whose summit rises over all.—*E. S. H.*

CONSTRUCTIVE ACTIVITY OF THE KINDERGARTEN.*

ANNA W. WILLIAMS, PHILADELPHIA.

THE conviction from which the remarks of this paper proceed is, that the value, means, and methods of all education can only be determined by constant reference to its effect on development.

Fearing to deserve the criticism of Lowell's candidate in the Bigelow papers—

"Mind's too fair to lose its balance
And say which party hez most sense,
There may be folks of greater talence
That can't sit stiddier on the fence."

I have tried to show reasons for my conviction in simple phrase rather than to entertain in true controversial style.

The "constructive activity," as the making of simple toys and useful articles are called, concerns itself largely with the products of the artisan rather than with child development. It subordinates education to technical skill. Its product is one thing. The result is scattered, broken ideas, as the objects to be manufactured are unrelated to each other. The child requires guidance every step of the way, producing a gradually growing dependence on the teacher. It makes use of a natural expression that belongs to a later stage, so hastens development. It limits the resources of the child. Thru the "showy work" produced at five years it may arrest the work of seven years; as much must be accomplished before the regular school hours it ends in training a few children. It shows a completed result, but limited development.

The Froebellian gifts and occupations, on the other hand, lead the child to do this and that, not for the sake of the product, altho that may be duly valued, but for the sake of the doing, and the reaction it will have upon the child. The result is consecutive development, and the reaction is the lifting of himself thru continued effort to higher and higher ideals. They aim to use the activities that are uppermost at this stage. The block and the ball offer a paradox, they make haste slowly, while the box and the basket seem to progress further. The child's power of resource is great. Altho the work is crudely symbolic, it is the

*Read before I. K. U. at Boston.

basis of that which more nearly approaches life at a later stage. There is no temptation to say "I did it all myself" when the coöperation of the teacher has been more than a spiritual stimulation, and the child has arrived at the result without understanding the process. They are fit for class work, hence more economical, and, lastly, they exemplify in the highest way "the glory of the incomplete."

It will be seen that these two theories stated as extreme views are antagonistic. The first, in its anxiety for material result, is somewhat impatient with the slower unfolding of the spiritual handiwork. The second, while it may admit some claims of the first, objects to their limited scope—they do not go far enough.

In laying stress on the "making things" idea, do we not ignore the early power of adaptability and bind the child to hard and fast lines of detail? Which knowledge is most worth (at age of from three to six years)? that which obliges the child to imitate a wooden bracket, which can never lead out to any analogy or relationship, speaking only from its own limit; or that which is the result of a crude paper bracket that may be a basket, a pocketbook, or a thousand other things? Is it not premature to chain the child to such perceptive detail at the imaginative stage, when a room without any transformation may be at one moment a parlor, a kitchen, school, or store? Are not children's questions as manifestations of their power of thought concerned with subjects of universal rather than particular character, questions that often lie too deep for the philosopher? How common to hear "Who made me?" and immediately following "Who made God?" Is not infancy the time for obtaining large relations to the universe and to the material things about us?

The necessity for vivid, clear, accurate perceptions is unavoidable among wild animals and in savage life. You recall the story of Ragalug—Mollie Cotton Tail was such an excellent mother because she taught her children how to avoid snakes—practical from the beginning. The Indian in his hunting expeditions is able to subtract the view, and with his eye follow the little rabbit thru all his devious windings thru the forest, while the white man's view is obstructed by the sight of the tree, river, and sky. The child is in the savage state, you say, but if we give emphasis to training along one line we shall leave him there. As long as human beings are on the material plane the senses more than

thought become the apparatus; but as civilization advances we have learned that only as power deepens should it become restrictive.

There are acknowledged grades of creative power. The great creative power of the world is language, and while the task of the kindergarten is to prepare a child for use of language in after school life, as that becomes his medium of expression to a large extent, yet when a child is chained so long to a concentration of motor activity his power of expression in other directions is arrested. He produces but one thing, and his desire to attach a name to each new thing and new action is limited. As so much is involved in the preparation, many articles cannot be finished in a week, a month, or a year. The raphia basket, that occupies hours for two or three months, requires no thought—work becomes automatized. The production of one thing also demands a power of concentration beyond the ability of the child. With simpler, cruder materials many things are produced many times. A child folded a crude snow shovel in kindergarten one snowy day and spent the afternoon making fifty shovels. It was easy to transform it into a spade. While this repetition gave great skill, it also afforded opportunity for transformation.

Every future depends on every past; the fact that we are dealing with such a small thing as gifts and occupations of the kindergarten does not invalidate the truth. Thru the scattered, broken ideas induced by making anything, everything, that do not succeed each other by any graduation of difficulty in the fundamentals of learning, the development of the true reasoning power is arrested; learning to make this does not aid in making that in any sense. It is not the purpose of manual training in any educational institution to induce sound thinking, power of generalization that is the result of gathering related precepts into concepts. If a child expresses himself in material or language he must relate it to some previous expression, or else it becomes isolated fact and soon fades from memory. Is not the most damaging criticism of kindergarten that which views it as a place of dissipation of energy, a scattering of mental forces which leads to unfruitfulness of after years—a great deal of action with but little result. As the accidental home environment supplies a sufficient number of unrelated ideas for mental confusion, would it not be well for education even at the beginning to assist the child in the separation

of the flood of sense-perceptions of this big, buzzing, booming universe by providing types around which he may group his ideas? Is not the world full of unreasonable beings going to and fro, up and down, seeking unreasonable satisfactions?

The constructive activities mentioned in the magazine articles are beyond the kindergarten age. You recall the plays of home life at this stage. They are taught at the beginning of every kindergarten training class as an introduction to the gifts and occupations of kindergarten. Because they are taught so early in our career we may have learned to disregard them. Children string spools, buttons, cranberries; build with stones, cardboard, blocks; lay beans, buttons, pennies, in rows and patterns; lay sticks and twigs in pictures, etc., and learn thru these natural activities elements of form, number, and the practical fact of transformation, quality of materials, and a slight notion of the industries of man. The kindergarten gifts and occupations correspond to this stage of childhood, and include the same result with a vast addition of creative power in language, expression, and consecutive training.

If we allow children to experiment with material of any sort with instructional rather than educative assistance, are we not allowing mental progress to move approximately at the rate at which the race has traveled? Does not the constructive activity method which utilizes the activity belonging to a stage, say anywhere from seven to thirteen years, such as making rag-dolls, demmin slippers, mittens, muffs, etc., that may be made at home by the assistance of any deft person, such as mother, nursery maid, bachelor uncle, or maiden aunt, when put in kindergarten produce premature development that is soon ripe, soon rotten? Does it not induce care, worry, responsibility as to result that comes in the way of the little child and becomes a habit, for instance, before the bedroom suite is finished?

The pursuit of unrelated objects, moreover, leads to a greater dependence on the teacher, janitor, or carpenter at every step of the way, and disregards the training in independence, upon which all his after school life makes such urgent demands. Is not one of the criticisms of the average primary teacher, that the children who come from kindergarten require too much individual help, the result of the fact that the kindergarten may attempt to push a child beyond his powers of working alone, and that the

primary school, as interpreted by such a teacher, makes no connection with his past school career? A child anxious to read so many pages of her First Reader for the sake of reaching the end of the book, as she spells or asks the form of every word, and loses the meaning of the story, is in the condition of mind of the child who for the sake of production loses gradual independence of thought.

The recent experiment at Jena in teaching children to read proves that much that is done with great expenditure of time in earlier school life can be done with much less effort and waste at a later stage. Children who began to read at ten years read much more fluently than those who began at six years. The same story may be true of constructive activities.

I continually remind myself that it is easier to see the limitations of any subject than to appreciate it to its fullest extent. Do not let us forget that we have used the gifts and occupations for several years (I say with bated breath, so that kings and potentates may not hear, or we may be placed on the annuity list), some of us many years. We grow somewhat restless with their, to us, crude expression, and I fear our attitude reflects itself in our work; but remember that our children come fresh to them each year, and it may be that we must earn them anew each year to possess them.

Altho we admire the daring that leads to discovery of new and untried fields, and realize that without this attribute of mind we should become as fixed as the sinners of Inferno (to use a strong figure), we must not be led away from time-honored methods until new ones of same import to us fill their places. Change is not necessarily improvement. "Progress and conservatism are not autonyms," Mr. Bryan has said. A wiser than he has said, prove all things, but hold fast to that which is good. Let us regard the danger that confronts us in making incursions, that we do not lose the vantage-ground now held and expend our forces and our equipment in fruitless experiments.

Bear in mind that the true kindergarten is educative and is industrial only in making use of tools of industry to accomplish its purpose.

In the breezy west, where fortunes are made and lost in an hour, where men undertake enterprises so great that coming generations must finish them, baby ideas may grow as rapidly as in an eastern hotbed; but in Philadelphia, where the pedigree of every thought is examined by the inquiry, "Who's your grandfather?" the leaven of the new ideas may find sluggish working. A calm, retrospective view becomes us. But, east or west, north or south, the gospel of work for work's sake may be preached to the teacher, but it is not a part of the education of the child.

TO WHAT EXTENT DO THE KINDERGARTEN GAMES INFLUENCE THE STREET PLAYS OF CITY CHILDREN?

MARI RUEF HOFER.

A STUDY of the street games of the children in the Chicago vacation schools has disclosed some interesting data concerning children's spontaneous plays. In connection with the physical culture of the school, folk games, and familiar street plays were taught to the children. These were seized upon with avidity, and when called upon to play their own favorites, they did so with willingness and abandon. The most coherent of these were reviewed in an article on this subject in the September, 1901, issue of the KINDERGARTEN MAGAZINE.

An investigation was made to discover what influence school songs had gained over the street favorites. Among the foreign children only a smattering of school games, and here and there a touch of the kindergarten game, were to be discovered. The natural plays on doortsep and sidewalk were closely observed, until the assurance was reached that under the surface, and close to the inclination of the children, there is a world of play-lore. The more crowded the district the more definite became this assurance.

As the observations were mostly made among foreigners recently come to this country, it was supposed that nationality had much to contribute to the kind of games preferred. With a single exception, however, the games played were not to be traced to environment or nationality. There were songs from the German, Russian, Yiddish, French, and Italian. The games were chiefly the traditional English folk games, and several were found which might be supposed to be extinct. Often what on first hearing seemed to be unintelligible jargon, proved upon investigation to be composed of fragments of old games, hung together with local interpolations.

Certain questions arose in the minds of the workers which will be of interest to all who are practically interested in street plays. These are here formulated, with the urgent request that workers in summer schools, vacation kindergartens, and playgrounds bear

them in mind and make memoranda of such observations as will contribute to better understanding of—(a) how children play when by themselves; (b) playtime needs and preferences; (c) materials in circle and singing games.

Question 1. How much or how little has the real play of your children been affected by the educational work of the school or settlement in the neighborhood?

Question 2. How have the games of English origin gained a foothold in the foreign districts, and why are they preferred?

Question 3. How are such games perpetuated and disseminated?

Question 4. To what extent have the kindergarten games visibly influenced the street plays of the children?

Question 5. Why do the children in the congested city neighborhoods cling to the folk games, and why to such a great extent?

Address answers to KINDERGARTEN MAGAZINE.

A MEMORIAL CELEBRATION will take place Sunday, June 22, in Schweina, near Liebenstein, beside the grave of Froebel and his wife, Louise Froebel, upon whose grave a stone will be placed. Arrival in Liebenstein at 11 a. m. from Eisenach; ceremony begins at 1 p. m. Fräulein Heerwart writes, that in accordance with the wishes of her friends she will spend her advancing age among them, in her native place, Eisenach. She will be pleased to receive there, after July 1, visitors, letters, and contributions to the future Froebel-Haus. The seat of the Allgemeiner Kindergärtnerinnen Verein will also be in Eisenach as in former years. Address Fräulein Heerwart, 35 Theater-strasse, Eisenach, Thüringen.

From the reports given by I. K. U. delegates we learn that the following are some of the virile thinkers who have addressed kindergarten associations during the past year. We give them in the order in which they were read from the reports: Mr. John R. Milburn of Buffalo, Dr. Hailmann, Mrs. Mary B. Page, Miss Virginia Graeff, Miss Rosemary Baum, Miss Bertha Payne, Mr. and Mrs. James L. Hughes, Prof. Percival Chubb, Miss Caroline C. Haven, Colonel Parker, Miss Amalie Hofer, Miss Mari Ruel Hofer, Miss Susan E. Blow, Mrs. John Vance Cheney, Dr. Graham Taylor, Dr. Arnold Tompkins, Dr. Seaver of Yale, Miss Frances E. Newton, Dr. Edward Howard Griggs, Prof. Earl Barnes, Fritz Koch, Frank McMurry, Will Monroe, Miss Jane Addams, Miss Eleanor Smith, Miss Mary McDowell, Mrs. Bertha Hofer Hegner, Miss Laura Fisher.

NEW BOOKS ARE IMPORTANT BOOKS.

THE SCIENCE OF PENOLOGY. The Defense of Society Against Crime. By Henry M. Boies. One of the important books of the year. A study of the causes, prevention, and treatment of crime which merits the attention of all public-spirited citizens. To those familiar with the history of the rise and fall of past nations, it contains a serious warning and suggestions which country, state, city, and citizen might well act upon promptly. Mr. Boies considers crime a disease of the social body, for which, however, society is itself responsible. Like all diseases, it is curable if judicious means are taken for eradication and cure. While demanding a just and humane treatment for the individual criminal who may be pronounced incurable, he is no sentimentalist, and writes as a physician whose business it is to cure by mild methods if possible, by drastic measures when they alone suffice. The first section of the book is devoted to the "Diagnostics" of the case; the second part is headed "Therapeutics," and under the third is the discussion of "Hygienics." The chapters which treat of the diagnosis of crime and the remedies have a great general interest. Under the first, the criminal class, crime, its detection and identification, the criminal code, etc., are viewed in many aspects. Under the second there is a presentation and criticism of legal penalties, past and present. The indeterminate sentence, and the arguments for and against it in the light of experience; the treatment of drunkards and prostitutes, the criminal insane, the instinctive and habitual criminal, are accorded separate chapters.

But it is the third department, "Hygienics," which the average citizen, whether in the capacity of citizen, parent, educator, or public officer, will find concerns him intimately. The alarming increase in crime among our juvenile population Mr. Boies attributes to two causes—culpable parental neglect and irresponsibility, and to certain defects in our educational system, which he discusses at length. As he believes education to be the "chief specific yet discovered for the reduction and prevention of crime," we are not surprised to find that the chapters on the "Education of Children in Public Schools," and "Kindergarten and Orphanage Training," give most eloquent and cogent arguments in behalf of the kindergarten and the new education generally. He believes that the state, in its own defense, should see to it that all little children are in kindergarten; that in the grade schools instruction should be given in the care and nurture of children; that all women should have some training in kindergarten principles and methods; and that as teachers, whose real office is the nurturing of the best in humanity, can be properly equipped only by the addition of a kindergarten training, such a department should be in all normal schools. The tone of the book is calm and judicial throughout. The reader is impressed with the writer's familiarity with his subject in all its phases, and feels that his advice and suggestion command consideration if not assent. The call for the training of men and women for their parental duties is an emphatic climax to a thoroughly interesting and instructive volume. New York: G. P. Putnam's Sons. Price, \$5.

PESTALOZZI AND THE FOUNDATIONS OF THE MODERN ELEMENTARY SCHOOL, by A. Pinloche, has been translated from the French and published during the past winter by Charles Scribner's Sons in the "Great Educator" series. Eager for everything that increases accurate insight into this important educational period, we counted much on this publication. With a Frenchman's inclination to personal details, this volume recounts the local stories of Pestalozzi's educational career, and often beclouds the large meanings of the stress and storm out of which has come so much enlightenment. The quotations from the *Swanengesang* are used too frequently to illustrate the early history of Pestalozzi's work, for this Swan song is an octogenarian's retrospect, and is therefore not always appropriate in its sentiments to the impetuous enterprises of a young revolutionist. Part II is a concisely organized outline

of Pestalozzi's educational theories, and may be of great interest to students who are able to give these plans of work their proper setting of a century ago, including the chaotic social conditions which marked that period. For our own part we find far too much sociology in Pestalozzi's design to be content to call it pedagogy pure and simple. Judged as the former, it has large purposes that inspire and quicken educational endeavor; judged as the latter, it leads into pedagogical controversy.—A. H.

GRADED PHYSICAL EXERCISES. By Bertha Louise Colburn. A book rich in suggestive material for school or playground. The writer acknowledges her indebtedness to the Ling, German and Delsarte systems, and to Dr. Emerson, Boston. Her work is arranged upon a psychological basis. The body expresses the mind's vision. She believes that physical culture in the school-room should be a relaxation to the already strained mind, and the given exercises harmonize entirely with this idea. The first part of the book gives simple, carefully graded exercises, so planned that every part of the body is called into play in prescribed order. Part two gives directions for simple marching and tactics, which increase in complexity till the eighth grade is reached. We would call the attention of kindergartners to a suggestion in the first paragraph here: "Do not expect the children to start or step together at first. Small children may be taught to do so, but it is difficult for them, and, as marching ought to be a recreation, it is better not to require it. For this reason military commands requiring strict obedience are not used until the third year is reached." Part three gives a great number (forty or more) of games, planned with reference to their gymnastic value. A number of attractive minute stories are also given, which the child illustrates with motions, his body being exercised and his mind refreshed at the same time. The concluding part is devoted to action poems. Many of them are original with Miss Colburn; others are spirited poems from Scott, Bryant, T. B. Read, and many others. In a short note the writer warns the teacher not to insist on an arbitrary interpretation of the different verses. This advice is needed. Inasmuch as nearly every line in every poem is numbered, and corresponding lines in foot-notes hint at certain renderings, we fear many teachers might miss the point of the words of counsel, and there might be danger of teaching the action before they assure themselves that the child has a vivid mental image. But the warning is repeated at each of the grade subdivisions, so that if mechanical images result instead of living souls expressing themselves in perfectly obedient bodies, Miss Colburn will not be in fault. New York: Edgar S. Werner Publishing and Supply Co. Illustrated.

"IN THE DAYS OF GIANTS." By Abbie Farwell Brown. Contains stories of the gods, giants, and dwarfs of Norse mythology. Thor and his Hammer, Loki and his Mischief, Balder and the great Odin, are clothed with fresh attractiveness by the lively fancy and unflinching humor with which Miss Brown invests her tales of them. There are six illustrations by E. Boyd Smith which are delightful reproductions of these old legends. The price is \$1.10 net. Houghton, Mifflin & Co., Boston.

"GLUCK AUF" is the spirited title of a new book for beginners in German, by Margaret Müller and Carla Wenckebach, professors of German in Wellesley College. The subject matter of the lessons consists of old German myths and sagas as an introduction to German literature at the same time as to the language. Ginn & Co., Boston.

ALL the world loves the college student, and under no circumstances is he more amiable or more provocative of contagious geniality than when he sings his college songs. For many years the western colleges have been singing their college songs unnoticed. The compilers have endeavored to secure all of these songs and place them in a book which would not only reveal these native western songs to the East, but give to the western colleges a book containing all the songs familiar to their alumni as well as to the undergraduates. New York: Hinds & Noble. \$1.25.

THE SUNBONNET BABIES' PRIMER. Illustrations by Bertha L. Corbett. Text by Eulalie Osgood Grover. We have not tried the Sunbonnet Babies on any hatted or hooded children, but can imagine no child to whom the primer will not be as enchanting as they are to us. They are the same babies that appeared last year under Miss Corbett's tutelage, but in the primer they acquaint us with many more of the interests of Babyland. They play with ball and doll, and the dog and kitty; they make mud pies, pick flowers, play store and school and tea party; go to the circus and on a picnic, and are always sunshiny, tho we never see the face within the bonnet. The babies do the talking in a naive, natural way that is most winning. Looking at the pictures, the real children will take the book children to their hearts at once, and will therefore learn quickly the verbal interpretation of the illustrations. The text forms a continuous story, thus enhancing its value to both child and teacher. So at one are pictures and text that it is difficult to imagine which comes first. There is an undercurrent of the play-spirit that renders it a happy and noticeable addition to the primer library. Three songs, words and music by W. H. Neidlinger, are included. Chicago: Rand, McNally Co. Introduction price, 40 cents.

FIRST YEARS IN HANDICRAFT. By Walter J. Kenyon. An attractive little volume giving clear and simple directions for making fifty articles of paper or cardboard. The models are planned for children from seven to twelve years of age. The list of desirable materials includes cover-papers, which, as the writer suggests, are tough in quality and are beautifully colored, offering æsthetic combinations that the ordinary tag-stock cannot. Twenty different kinds of material are required, the whole set of fifty models costing at the rate of 1 cent apiece for a class of thirty children. The articles are both useful and pretty and ingenious children could make them at home by following the directions. New York: Baker & Taylor Co. Price, \$1.

HAND-LOOM WEAVING. A manual for weaving, by Mattie Phipps Todd, is promised in June. Mrs. Todd is the inventor of the Todd Adjustable Hand Loom, which appeared on the market last year. This book is intended to accompany any kind of a hand loom, even the crudest. Specific directions and careful explanations are given, and one can readily take up the work of weaving with this book in hand. Rand, McNally Co. Illustrated.

OLD SONGS FOR YOUNG AMERICA. Many of the familiar old songs, such as "Dan Tucker," "Pop Goes the Weasel," "London Bridge," "Lucy Locket," etc., are here harmonized by Clarence Forsythe. The decorative illustrations are by B. Ostertag, and are quaint and clever conceptions, charmingly executed, some in color, others in line drawing. The omission, however, of "Father and Mother Were Irish" would, in our estimation, be an improvement to this very handsome work. New York: Doubleday, Page & McClure.

THE FOUNDATIONS OF EDUCATION, by Levi Seeley, Ph. D. Teachers will find this a volume rich in practical suggestion and inspiration, abounding in helps for the inexperienced. The topics covered are many, and are touched upon lightly but firmly. The writer's wide and long experience both at home and abroad enable him to speak with both knowledge and authority. No one can read the book without returning to daily tasks with renewed intelligence, enthusiasm and consecration. New York: Hinds & Noble. \$1.

A CHILD'S GARDEN OF VERSES. Robert Louis Stevenson. A truly beautiful edition for use in the primary grades. Rand, McNally Co. Entrance price, 50 cents.

THE APPLIED ARTS BOOK, which is published monthly by the Applied Arts Guild at Worcester, Mass., has attractive illustrations and practical articles about the best work being done by handicraftsmen.

HELP LIBRARIES TO SECURE KINDERGARTEN LITERATURE THAT IS GROWING RARE.

Up to the present time kindergartners have struggled to build personal libraries, securing each new book which concerns their specialty as fast as it appeared. Dr. Harris has called kindergartners the most eager of book buyers among all classes of teachers. The number of important books has increased during the past year to such an extent that each individual must select with care to keep within the limit of her book allowance. This means that the individual must look to the public or school library for the use of the complete output.

Several of our leading city libraries have sought, during the past year, to secure a complete file of the bound volumes of the KINDERGARTEN MAGAZINE. These have become scarce, and it is only with great effort that we have been able to collect the missing single numbers with which to complete volumes as listed below. These volumes are limited in number, and several are already exhausted. Kindergartners who realize the importance of these volumes for reference use should advise with the local city or school librarian, and urge that the set of magazines be made as complete as possible now.

Especially should normal schools, where there is a kindergarten department, perfect the file, by filling out broken sets. In a few years it will not be possible to find the missing numbers or volumes. Training teachers during the past two years have been buying odd numbers and volumes to complete their files, even offering large value in return for rare numbers, which are no longer in the market. Training teachers are growing reluctant about loaning their bound volumes for classroom use or students' reference, as in the past. One writes that her Volume V has been twice replaced by her, owing to the carelessness of students. The list below shows that there are only two complete copies of this volume now in the market.

If your city is a kindergarten center, the public library will always have patrons who will need and appreciate the files of the KINDERGARTEN MAGAZINE, which contains the only historic record of this unique movement since 1888. As the work grows in our country, its early history will be more and more cherished. Each successive group of students, as well as sociologists, will appreciate having access to the records which cover a period of fifteen years.

These volumes should be in the public library rather than in private hands, and we would urge kindergartners to see that this is done without delay. By so doing you will render service to the future kindergartners of your city.

Call the attention of your head librarian to the matter, or forward the printed list with your recommendations. This should concern training teachers in a definite and practical way, for should these wish in the future to send students to the records for historic or professional matter, they should be able to say, "You will find the volumes at the public library." Libraries will increase their line of kindergarten books if you will indicate the need; and foremost on this list should be such numbers or volumes of the KINDERGARTEN MAGAZINE as may break the completeness of their file. The sure way to help libraries perfect their lists, is for you to ask repeatedly for such important books, as their purchases are made on the basis of requests from patrons.

The first three volumes can no longer be secured in full, altho we hold single number which may help to fill out broken sets. Volume IV is almost exhausted, and there are now only two complete sets of Volume V.

Lists, with prices, are sent on application to any address. No discounts are allowed from the published prices.

The following is a list of the complete volumes, bound and unbound, which

are now on the market for library ownership. Single back numbers may be secured to fill out broken volumes at 20 cents each.

BOUND VOLUMES (in Scarlet Cloth).

Vol. IV	4	complete copies only	each	\$5.00
VI	9	" " " "	"	4.00
VII	12	" " " "	"	4.00
VIII	3	" " " "	"	4.00
IX	11	" " " "	"	3.00
X	2	" " " "	"	3.00
XI	1	" " " "	"	3.00

UNBOUND.

Vol. IV	12	complete Vols. at present date	each	\$3.00
V	2	" " " " " "	"	3.00
VI	6	" " " " " "	"	3.00
VII	11	" " " " " "	"	3.00
VIII	5	" " " " " "	"	3.00
IX	9	" " " " " "	"	2.50
X	18	" " " " " "	"	2.50
XI	11	" " " " " "	"	2.50
XII	6	" " " " " "	"	2.50
XIII	8	" " " " " "	"	2.50

Vols. VIII, IX and X contain the Mother-Play Study series by Miss Blow—not published elsewhere. Address, KINDERGARTEN MAGAZINE CO., Fine Arts Building, Chicago.

Dr. Edward H. Griggs lectured before the Cook County Teachers' Association in April upon "The Use of the Margin." By the margin he means that period of time, tho it be but fifteen minutes a day, in which we are free to do exactly as we please. The way in which we spend that margin is the best test of character. Observe how a nation amuses itself and you learn its character. There are two secrets of work known to such men as Da Vinci and Michael Angelo. 1. Concentration (working at the top of one's bent, any other way being dissipation). One should not work longer than he can at the top of his bent. 2. The power to turn easily from one thing to another; to change the form of activity and rest by so doing. This power can be acquired in the margin. There are different kinds of dissipation, the physical being the most obvious. Our country is the most dissipated along intellectual lines. Tho we boast of being the best read country, we are in danger of losing the power to think logically, the daily paper poorly replacing the old New England lyceum and debating club. Magazine reading is almost equally ruinous. Ceaselessly attending lectures is also bad (the one who gives the lecture getting the most out of it); as in the emotional dissipation of the drama and novel, too much indulgence in which may make one callous to the real human world. There can be dissipation also in love, religion, friendship, music, etc., if the high feeling does not change one's conduct. Even remorse for sin may become a weakness, if one enjoys the emotion and thinks such feeling will compensate the universe for wrong done.

To spend one's margin in a way healthful and helpful: 1. Cultivate the lost art of solitude and meditation; of being happy when alone. 2. Cultivate the lost art of friendship. 3. Use the margin in some systematic, intellectual activity. The teacher who ceases to be a student ceases to be a teacher. Blessed is the man who has a hobby! 4. Cultivate a love for nature, art, and architecture. Virtue is living one sound, simple, harmonious unity.

E. L. Kellogg & Co. have brought out a memorial edition of the most popular books by Col. Francis W. Parker, to be sold at half price, as a means of disseminating the great leader's thought.

EDITORIAL COMMENTS ON PEOPLE AND EVENTS

PRINCIPAL HITCH has organized an orchestra of thirty children who give one-half of their noon play-hour to practice.

CHICAGO daily papers announce that the public Kindergartens are to be retained. May this report be officially confirmed!

MISS NORMA ALLEN, the supervisor of kindergartens in Fort Wayne died from the shock of a railway wreck early in May.

CHATTANOOGA, Tenn., has a Free Kindergarten Association and a Froebel Club. Miss Isabel Saunders is the director of the work.

COLONEL PARKER was a seed-sower—a giant sower, such as Millet pictures. Would you call Stanley Hall rather a “rooter” than a sower?

AMONG other subjects to be discussed at Professor Batchellor's Sea Isle Summer School is “the meaning and scope of kindergarten music training.”

THE “Life of the Baroness von Marenholtz-Büllow” will be found in the public libraries. Books of this kind will be added to libraries if they are called for.

THE Southern Educational Association meets in Chattanooga July 1-3, and among the familiar names on the program are Mrs. L. W. Treat and Dr. William T. Harris.

WHAT will not Cook County school children miss by the removal of Supt. Orville T. Bright? Without Parker and without Bright what will not teachers of Illinois lose?

JAMES L. HUGHES' concise résumé of the changes wrought by the kindergarten ideal in America in the past thirty years, which appeared on the outside cover of the May KINDERGARTEN MAGAZINE, was taken from his article in *Education* for last April.

IF you look for scenery as well as transportation when you go to the Minneapolis N. E. A., take the Mississippi River trip via the Burlington. That wonderful journey on the east side of the great midland stream is one of the scenic wonders of our country.

JAMES L. HUGHES has resigned from the inspectorship of the city schools of Toronto after twenty-eight years' service. His purpose is to give more time to literary work, lectures, and study. What a shift has taken place in the school personnel during the past year!

THE mothers whose children attend the Calhoun, Tennyson, and Grant schools, Chicago, have formed a Neighborhood Assembly, looking eventually to the use of the public schools as neighborhood centers. They have been practically interested in the kindergarten situation.

Miss Virginia E. Graeff's study of “Twenty Kindergarten Training Schools, What They Teach and How,” has continued as a serial in eight months of the KINDERGARTEN MAGAZINE for the past school year. This June issue brings the last grist of this comprehensive and well-organized contribution to the history of the kindergarten training movement. He who runs may read, but let him that hath ears hear.

HERBERT SPENCER was eighty-two years old in April, honored thruout the world, and deserving to be called a typical Briton. Do you recall his sociological definition of education?

“How to live, that is the essential question for us. Not how to live in the mere material sense only, but in the widest sense. The general problem which comprehends every special problem is the right ruling of conduct in all directions under all circumstances. In what way to treat the body; in what way to treat the mind; in what way to manage our affairs; in what way to bring up a family; in what way to behave as a citizen; in what way to utilize all those sources of happiness which nature supplies; how to use all our faculties to the greatest advantage of ourselves and others; how to live completely. And this being the great thing needful for us to learn, is by consequence the great thing which education has to teach. To prepare us for complete living is the function which education has to discharge; and the only rational mode of judging any educational course is to judge in what degree it discharges such functions.”

MRS. SARAH ECCLESTON writes from Buenos Ayres, South America, that the Normal Training School, which has been conducted by the government, is to be suspended. During the five years forty-five kindergartners have been graduated. Mrs. Eccleston has been eighteen years in the work in South America. A department will be opened, however, in connection with the Girls' Normal School. A brave work and a faithful worker.

THE Iowa Institution for the Feeble Minded is favored in having a superintendent who is an out-of-door man. Dr. F. M. Powell has for seven years been developing an interesting piece of gardening, which he calls "border gardening." This consists of planting perennials and shrubbery around the cottages, interspersed with flowers. This prevents the children from loitering near the buildings, and also prevents the defacing of brick structures, which is common in such public institutions. Thru the courtesy of Dr. Powell, we show the pictures of the children in their gardens, where they plant early vegetables, transplant flowers, and observe bugs, worms, and other habitants of the soil.

OF Miss Susan Blow it may well be said that "she hath gifts many." Whether they be gifts of prophesy, of teaching, of writing, or of philosophizing, back of all still remains the maternal zeal of a woman with a cause. In her recent address on the "Ideal of Nurture," she peers down the future to the very horizon line when she confesses:

"When I am in my most hopeful mood I dream of a great college for young women where this phase of the Froebellian ideal may receive a more adequate development than has been possible hitherto. The city that first establishes such a college will take the next great step in the forward march of education."

The London (Ontario) Normal School students invited the Froebel Society to the Normal School on May 1 for an evening of games. The program was arranged so that the normal students and kindergartners alternated in taking charge of a game. A very enjoyable evening was spent by the 125 players. In addition to a Maypole winding, the following games were played: "The Willow It Will Twist," "I Put My Right Hand So," "The King of France," "Ladysmith," "Transformation Game," "Scotch Tag," "Send the Ring to Killarney," "The Stream," "The Snail," "Bowing Low," "Three-deep Tag," Wind Games ("Weathervane" and "Windmill"), Ball Games, Sense Games, and "Golden Boy." The refreshments served were prepared by the adv students in the domestic science class.—*Jean R. Laidlaw.*

THE EMERSON PARTY, conducted by Mrs. Mary Boomer Page and Miss Louise Butler, sails June 28, via the Mediterranean route, landing at Genoa; thence to Milan, with its glorious cathedral! A trip on the Italian lakes and over Swiss passes to the quaint cities of Switzerland to Paris. After a sojourn here, Nuremberg is visited. Then to Bayreuth, to enjoy a special feature of the trip, the Wagner festival, which includes the sacred musical drama, Parsifal. Several weeks will be spent in Italy, in Venice, Florence, Rome, and Naples. The trip concludes with two weeks in the land of classic associations, scenic beauty, and artistic history, Greece. A few of the party remain in Europe longer, for some travel in England, others for kindergarten study. By corresponding with Mrs. Page, 530 E. 47th street, Chicago, it is possible that one or two more could join this fortunate kindergarten European party.

THE growing demand for qualified teachers of nature study in the public schools has led to the foundation of a new summer school under the direction of members of the faculty of the Massachusetts Institute of Technology. The Sharon Summer School, as it is called, will be unique, in that it is designed to furnish teachers and lovers of nature with sound training in the principles of natural science, and a practical knowledge of the commoner forms of living things, rather than to provide specialists with opportunities for research. An unusual opportunity for outdoor study and experimentation is furnished by the control of three hundred acres of natural country in the town of Sharon.

where most of the field work of the school will be carried on. Information about the courses, which will be given during the four weeks following July 9, may be obtained from G. W. Field, director, or C. E. A. Winslow, secretary, Sharon Summer School, Massachusetts Institute of Technology, Boston

MISS EMMA MARWEDEL was one of the pentacostal kindergartners. The outlines for a horticultural school for girls, which appears as the leading article in this issue, show how clear was her vision of the future needs of women in our country. It is to be regretted that her later manuscript never came to print, owing to an oversight on her own part. We recently had occasion to make inquiry concerning her effects, and received the following letter from Mr. Barnes:

"When Miss Marwedel died I was in Europe; by the terms of her will she left her charts, books, etc., to Elmer Brown and me. Like many other geniuses, Miss Marwedel had no sense of business, so she did not sign her will. Consequently the public officers closed out her estate and her effects were bought by a junk dealer. On my return to America I made diligent search, but the man could not be found. It is a sad little story, for her manuscripts were worthy of preservation."

Californians justly hold Miss Marwedel in high esteem as the inaugurator of the Froebel doctrine on the Pacific Coast.

THE influence of the Illinois State Congress of Mothers has shown itself in the Englewood district of Chicago in the following good works:

"There are now as the result of the congress' work eleven parents' or mothers' clubs in connection with the schools of this district. All but one school has such an organization."

"Five of these clubs have put manual training into the school with which they are connected, by purchasing benches, the board of education furnishing tools and teachers. One club purchased a cooking outfit and the board furnished the teacher."

"Three clubs planted shrubs and vines and laid out flower-beds on school grounds and took care of them with an auxiliary of the children."

"One club tinted and furnished a teachers' room in coöperation with the teachers themselves."

"One club induced the board of education to purchase nine lots adjacent to the school grounds for a permanent playground for the children. The parents' club will equip the same."

"Another club donated a large and beautiful flag to the school and induced the board of education to put electric lights into the assembly hall, so that it might be used in the evening and for stereopticon lectures."

"Brownell Club put electric light wires into the building that it might be used for stereopticon lectures. This club also induced the board of education to give them a new building, and ground will be broken in the fall."

"The committee on neglected and dependent children in two of the schools have taken care of the clothing of poor children in the district so they might attend school. They have been self-appointed truant officers and have aided the principals in this way very much."

"All this work has been done by committees such as:

"Manual training, domestic science, school decoration, building and grounds, neglected and dependent children, kindergarten."

"Besides these committees there have been committees on program who have furnished speakers on subjects connected with the child in the home and the child in the school - the latter, of course, being almost always on the school curriculum."

"There have also been social committees, whose business it was to serve light refreshments on several occasions thruout the year."

"A south side League of Parents' Clubs has been formed from these clubs, and this league meets about four times a year to report progress and to make suggestions to aid and strengthen the work."

KINDERGARTEN PROGRAM AT MINNEAPOLIS.

THE forty-first annual meeting of the National Educational Association will be held this year at Minneapolis, Minn., July 7-11. W. M. Bearetshear is president. The following important subjects are among those up for discussion at the general sessions, held in the Exposition Auditorium:

Tuesday Evening, July 8.—"Some Pressing Problems"—Nicholas Murray Butler, president of Columbia University.

Wednesday Evening, July 9.—1. "The Library of the Laboratory; a Plea for Old-fashioned Education"—Dr. John Henry Barrows, president of Oberlin College, Ohio.

2. "Influence and Responsibility of the Teacher"—Rt. Rev. John Ireland, Archbishop of St. Paul, Minn.

Thursday Morning, July 10.—"Higher Education and the Home"—Mrs. Carrie Chapman Catt, New York city.

Friday Morning, July 11.—"How the School Strengthens the Individuality of the Pupil"—Hon. W. T. Harris, United States Commissioner of Education.

The sessions of the National Council will be held in the Unitarian Church daily.

Monday Evening, July 7.—Dr. Harper, president of the University of Chicago, will speak on "The Educational Progress of the Year."

Tuesday Morning, July 8.—Dr. John Dewey, head of the departments of Philosophy and Education, University of Chicago, will discuss the "Social Aspect of Education."

Wednesday Afternoon, July 9.—A memorial service will be held. Dean Wilbur S. Jackman, of the School of Education, University of Chicago, will speak of Francis Wayland Parker.

The Department of Kindergarten Education will hold joint sessions with the Department of Elementary Education. Miss Stella L. Wood, superintendent of the Kindergarten Normal School, is chairman of the Kindergarten Department committee. The program is as follows:

Department of Kindergarten Education.—Miss C. Geraldine O'Grady, New York, N. Y., president; Miss Clara W. Miggins, Detroit, Mich., vice-president; Miss Mary C. May, Salt Lake City, Utah, secretary.

Wednesday Afternoon, July 9.—1. Address of Welcome—D. L. Kiehle, professor of pedagogy, University of Minnesota.

2. Language in Relation to the Work of the Kindergarten.

Hindrances to the Development of Language; How Froebel Planned to Foster the Child's Powers in Language; The Need of Kindergarten students for Work in English—Miss Mary C. May, director of kindergarten, State Normal School, Salt Lake City; Mrs. A. H. Putnam, superintendent of Chicago Froebel Association, Chicago, Ill., and others.

Summary by the president, Miss C. Geraldine O'Grady, instructor in kindergarten department, Teachers' College, Columbia University, New York city

Thursday Afternoon, July 10.—Joint session with Department of Elementary Education.

Department of Elementary Education.—R. A. Ogg, Kokomo, Ind., president; J. J. Doyne, Little Rock, Ark., vice-president; Miss Adda P. Wertz, Carbondale, Ill., secretary.

Thursday Afternoon, July 10.—Joint session with Department of Kindergarten Education.

1. Practical Value of Teaching Agriculture in the Public Schools—Joseph Carter, superintendent of schools, Champaign, Ill.

Discussion by Jesse D. Burks, State Normal School, San Diego, Cal.

2. Myth and History: the Use and Limits of Each—Miss May H. Prentice, Normal Training School, Cleveland, Ohio.

Discussion by Miss Stella L. Wood, superintendent of Kindergarten Normal School, Minneapolis, Minn.

Friday Afternoon, July 11.—1. The Use and Danger of Method—W. A. Millis, superintendent of schools, Crawfordsville, Ky.

Discussion by J. C. Wooten, superintendent of schools, Paris, Tex.

2. Age as Related to Character Building—John H. Hinemon, superintendent of Schools, Pine Bluff, Ark.

Discussion by M. F. Miller, district superintendent of schools, Denver, Colo.

All sessions of these departments held in First Congregational Church.

A rate of one fare plus \$2 for the round trip has been granted by all railroads, and every convention ticket purchased will have attached to it a coupon which will be accepted by Secretary Irwin Shepard in exchange for a membership certificate without additional charge. This means practically a half-fare rate.

THE N. E. A. AND KINDERGARTNERS—A REMINDER.

Our intense enjoyment of the rich programs provided by the I. K. U. meetings, and our loyal enthusiasm for our own special work, has perhaps made us sometimes forget that we are also part of a larger whole—of the great body of educators engaged in all other branches of teaching. Do we fancy that education ends with the kindergarten, or have we no interest in our children after they leave us? It would almost be a fair inference, from the constantly lessening attendance of kindergartners at the N. E. A. meetings. Does not our own philosophy teach two things very strongly—the truth of "social solidarity;" participation in others' interests and activities; and that if we feel a truth ever so strongly it will soon fade out if not put into action. The point of this little exordium is that kindergartners ought to "take turns" sometimes and attend the N. E. A. meetings as well as the I. K. U. The I. K. U. deepens and strengthens our point of view on our own subject, but the other meetings give us a new and broader outlook by comparing other views with our own. I have been im-

pressed of late years with the fact that many kindergartners are unaware of the great progress which has been made in other lines of education; of the noble efforts, the enlightened advances, the originality and freedom seen especially in the elementary school. Many mistakes in kindergartens would be avoided if we knew better what *not* to put in, because its place came further along in education; and many fine opportunities come for presenting our own cause and interesting others in it when we join in discussions of other subjects. I sincerely hope that the N. E. A. meeting at Minneapolis will rejoice us by showing a better attendance than that of late years.

All kindergartners who intend being at Minneapolis (July 7-11 inclusive), and who are interested in these subjects, are invited to send in their names to me that they may be called upon for discussion from the floor.

Single fares will be given by all the railroads and boat lines on the lakes, and many interesting side trips have been arranged for. The tickets are capable of extension to September 1.

C. GERALDINE O'GRADY,
Teachers' College, May 7. President Kindergarten Section, N. E. A.

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